POLICY/PROGRAM MONITORING HANDBOOK

SPECIAL NEEDS PROGRAMS

Alberta
EDUCATION
AUGUST, 1983

CONTENTS

		PAGE
FOREWORD		1
A.	INTRODUCTION	2
B.	BACKGROUND	2
C.	WHAT IS MONITORING?	4
D.	POLICY, GUIDELINES AND PROCEDURES FOR MONITORING SPECIAL NEEDS PROGRAMS	6
E.	MONITORING CRITERIA	9
1.	Academic-Occupational	10
2.	Vocational Education	13
3.	Off-Campus Vocational Education Program	14
4.	Early Childhood Services	17
5.	Educational Opportunities Fund	21
(a)	Elementary	21
(b)	Compensatory	23
6.	Offical and Other Languages	25
(a)	French Language Program	25
(b)	French Immersion Program	28
(c)	Languages Other Than English or French	31
(d)	English as a Second Language	34
7.	School Extension	36
8.	Special Education	38
9.	Teacher Inservice Program	41

APPENDICES

1.	Overview of the Monitoring Responsibilities of the Regional Offices of Education	44
2.	Management Definitions	47
3.	Monitoring Forms for Special Needs Program	54
1.	Academic-Occupational	55
2.	Vocational Education	61
3.	Early Childhood Services	67
4.	Educational Opportunities Fund	74
5.	Official and Other Languages	84
6.	School Extension	92
7.	Special Education	98
8.	Teacher Inservice	113

FOREWORD

The Policy/Program Monitoring Handbook for Special Needs Programs has been prepared by Alberta Education in order to clarify the expectations held by Alberta Education for school boards, private schools and Early Childhood Services operators, and to provide useful resource information to assist them in implementing and monitoring their policies.

The 1985-86 school year is a pilot year for this document and during this pilot year, Alberta Education will be working with school boards, private schools and Early Childhood Services operators to help review, validate and improve this document. School boards, private schools and Early Childhood Services operators may wish to use the criteria in this working document as guidelines, and may add, delete, change or adapt the criteria presented in order to help them in monitoring and evaluating their own programs.

1985 08 06

POLICY/PROGRAM MONITORING HANDBOOK

SPECIAL NEEDS PROGRAMS

A. INTRODUCTION

The purposes of this document are:

(1) to provide the general context for monitoring within the overall management of Alberta Education;

(2) to outline the policy, guidelines, procedures and criteria for the majority of Special Needs Programs; and

(3) to provide additional general information with regard to monitoring.

B. BACKGROUND

Alberta Education is shifting from an emphasis on prior approval of educational programs to a more balanced approach, including consideration of the quality of the educational process and its results. As part of this shift, the monitoring of educational programs under the responsibility of Alberta Education is key to the successful implementation of the new management approach.

Monitoring is one component of the management approach underlying the Management and Finance Plan. The key components are:

(1) policy making

(2) planning and budgetting

(3) programming

(4) implementing

(5) monitoring

(6) evaluating, and

(7) communicating results.

Each component is essential to the overall effectiveness of the system.

The following diagram (Figure 1) illustrates the management approach utilized and the placement of the monitoring function in that system.

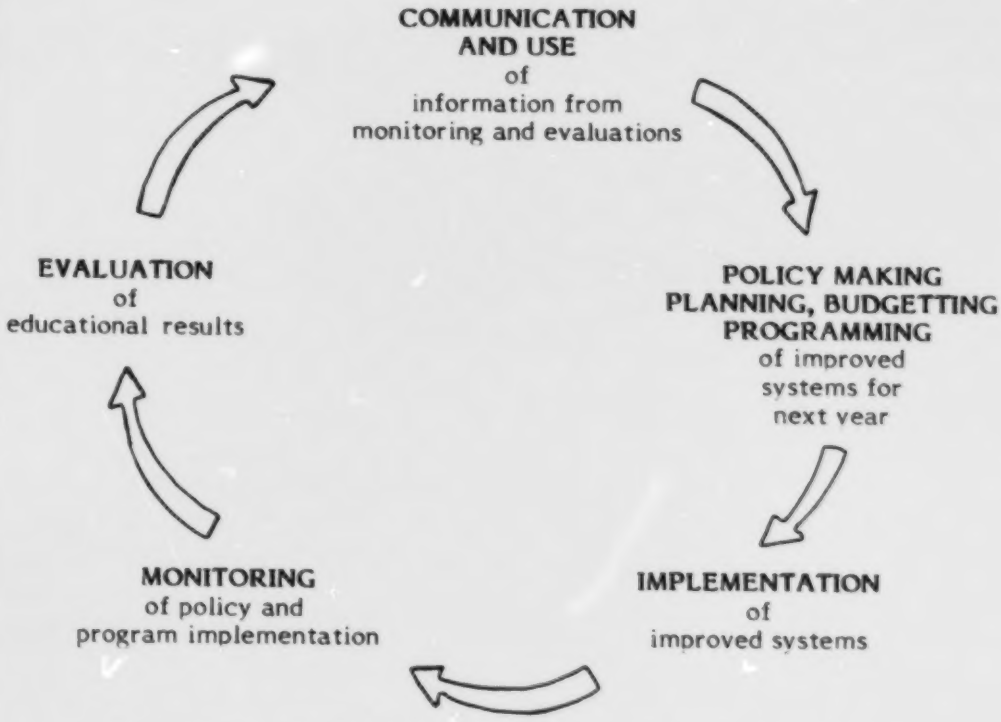


Figure 1 - THE PHASES OF THE MANAGEMENT PROCESS.

C. WHAT IS MONITORING?

Monitoring is an on-going and systematic activity which is intended to provide management with information to ensure that program plans are proceeding as intended.

In general, monitoring will allow for an analysis of whether the program is meeting its target audience, of local policy positions, and of other aspects of the programs.

Besides providing a description of the delivery mechanisms/processes and structures, the data will allow for an analysis of the conformity of the program, as implemented, to the plans, or the design, for the program. The data will allow a discussion of whether the program is being implemented within acceptable bounds. Discrepancies between the two (implementation and design) may lead to respecification of the design or to efforts to improve implementation.

The Focus

The focus of Alberta Education monitoring policy, guidelines, and procedures as described in this handbook will be on the delivery of special needs programs by school boards, private schools and private Early Childhood Services operators.

The Data

The monitoring criteria in Section E of this handbook give detailed information on the data that will be collected during the monitoring process.

The data collected by use of the forms (Appendix Three) are not necessarily the only data that will be important in the monitoring process. Other data such as participation rates, the opinions of administrators, teachers, parents, and students about the program, or program costs may also be necessary for a full description of the program as implemented.

The Uses of Monitoring

The data collected by the monitoring process will allow for a number of follow-up actions by Alberta Education and school boards. For example:

1. the data will permit comparisons between schools of one board that offer the program;

2. the data will permit comparisons of the programs of different school boards;

3. the data will provide one basis for the modification of programs (at both the provincial and local levels) if such is deemed necessary after monitoring;

4. the data will provide information on management approaches which are enabling the implementation of successful programs;

5. over time the data will provide information on trends in program implementation and design;

6. the data will provide one source of information upon which Grant Application Form approval may be decided;

7. the data may indicate that a more sophisticated analysis of a program, or a set of programs, is necessary; and

8. the data and the subsequent analysis will provide a basis upon which Alberta Education personnel will be able to adjust the mandatory and discretionary criteria and considerations in the monitoring forms (Appendix Three).

Monitoring is an action-oriented activity, with decisions and judgements being made which affect programs immediately (e.g., a change in administrative procedures) or in the longer term (e.g., a recommendation for more in-depth and longer term evaluation).

In order to achieve optimum benefit from monitoring, two prerequisites are needed:

1. a systematic approach, and

2. an agreed-upon set of criteria used consistently throughout Alberta Education.

The criteria which have been established for monitoring special needs programs also outline for school boards, private schools and private ECS operators the minimum expectations of Alberta Education, and can be used as guidelines for their own monitoring.

The following sets out the policies, guidelines and procedures to be implemented by Alberta Education. These will be under review during the implementation of the monitoring process and potentially modified for implementation in September, 1986.

D. POLICY, GUIDELINES AND PROCEDURES FOR SPECIAL NEEDS PROGRAM MONITORING

Policy

> Alberta Education will implement a systematic monitoring system in order to determine if program requirements, expectations and the intended results are being achieved and will take appropriate action as required to improve the program.

Guidelines

1. Monitoring information will be distinguished by two categories:

   (a) mandatory criteria of Alberta Education, and

   (b) discretionary considerations suggested by Alberta Education to enhance the program.

2. The criteria and considerations within the categories have been established by Alberta Education as important to program success:

   (a) mandatory criteria are those program characteristics which must be adhered to by the grant applicant/recipient because they are legal requirements. They are outlined in various documents, the primary ones being the Program Policy Manual, Programs of Studies, the School Grants Manual, the Junior-Senior High School Handbook, regulations and all other legal instruments of Alberta Education. Should the grant applicant/recipient not meet these requirements, Alberta Education will be required to take appropriate action.

   (b) discretionary considerations are those program characteristics which could enhance significantly the quality of educational programming and the education received by students.

   (c) boards, may make discretionary considerations mandatory, or they may have other mandatory criteria specific to their jurisdictions. In any case, the distinction between the mandatory and discretionary requirements of Alberta Education must be communicated to Boards.

3. (a) Alberta Education's first priority will be to determine if its mandatory criteria are being met.

(b) Alberta Education's second priority will be to gather information on the discretionary considerations and to utilize the findings when advising jurisdictions with regard to making further program improvements.

4. Monitoring will consist of a systematic process of sampling.

5. Monitoring information is gathered for Alberta Education decision-making purposes, such as those affecting decisions on subsequent grant application submissions by school boards, private schools and private ECS operators.

6. Alberta Education will determine what monitoring information is required and the annual priorities for monitoring.

7. The implementation of Alberta Education's monitoring system is the responsibility of the Regional Offices of Education.

8. Professional judgements will be required in order to assess the achievement of program results and the follow-up actions required, and to make recommendations for the improvement of the programs by Alberta Education, by school boards, or by both.

9. The appropriate Division of Alberta Education has the final responsibility for making recommendations on policy or program changes to Education Officials.

Procedures

1. Provincial priorities for monitoring will be established by an Interdivisional Committee by May 30 in order that resources available are utilized effectively. In turn, the priorities will be finalized by Education Officials by June 30 each year. Priorities will include considerations of Alberta Education concerns, issues raised by external stakeholders, and requests by school boards, private schools and private ECS operators to monitor certain programs or aspects of programs.

2. Regional Office directors will develop program monitoring plans by September 30. Monitoring may be conducted provincially or regionally, on the basis of 100% or random sampling of the total program offering.

3. Regional Offices of Education will inform school boards, private schools and private ECS operators of Alberta Education monitoring priorities.

4. Alberta Education will designate staff to monitor special needs programs. Regional Offices have the primary responsibility for implementing the monitoring systems of Alberta Education.

5. Recommendations made as a result of monitoring will be discussed with appropriate personnel responsible for the special needs program.

6. Reports on programs monitored will be on-going, but concluded by April 30 of each year, so that appropriate Divisions of Alberta Education can take required action before a new program year commences.

7. Selected features of a program may be monitored at the board level at the request of, or in consultation with, various branches of Alberta Education.

   Examples of this might include:

   (a) Language Services Branch could require information on:

      i. the implementation of an immersion program
      ii. the implementation of a French minority language program.

   (b) Planning Services Branch could require information on:

      i. interpretations and applications of the Program Policy Manual
      ii. monitoring and evaluation processes.

8. Part of monitoring will include the collection of some data that are on file within Alberta Education. Such data will not need to be collected from local boards but will be available from other Branches within the Department.

   Examples might include:

   (a) The Grants Administration Unit could request the following information from the Regional Offices:

      i. a private ECS operator's status as a society
      ii. SFPF enrollment reports or other administrative data.

   (b) The Regional Offices could request of the School Business Administration Services Branch, information provided in the Budget Report Form or the Audited Financial Statement.

E. MONITORING CRITERIA

1. Academic-Occupational
2. Vocational Education
3. Off-Campus Vocational Education Program
4. Early Childhood Services
5. Educational Opportunities Fund
   (a) Elementary
   (b) Compensatory
6. Official and Other Languages
   (a) Minority Language Program
   (b) French Immersion Program
   (c) Languages Other than English or French
   (d) English as a Second Language
7. School Extension
8. Special Education
9. Teacher Inservice Program

ACADEMIC OCCUPATIONAL PROGRAM

PROGRAM DESCRIPTION

The Academic Occupational Program offers an alternative program of instruction for students experiencing difficulties meeting regular program demands.

The program's academic courses are:

(a) application oriented,
(b) directed towards improving the student's communication, computation, and social skills or competencies.

The occupational courses should:

(a) allow students to apply these skills in school and community environment,
(b) prepare students for direct entry into employment and/or further training.

REFERENCE DOCUMENTS:

- Program Policy Manual
- School Grants Manual
- The Secondary School Program Plan
- 1985-86 Junior-Senior High School Handbook
- Work Experience Education Manual, 1983

MONITORING CRITERIA

Mandatory Criteria

1. The school board has developed local policies, guidelines and procedures which:

   (a) are in keeping with the intent of Alberta Education policies, guidelines and procedures,
   (b) are implemented, and
   (c) are maintained, reviewed and updated to reflect current local or Alberta Education policy.

2. All facilities used to offer the occupational component must be approved.

Academic-Occupational (cont'd)

3. The instructional program must follow Alberta Education requirements:

YEAR	COMPONENT	HOURS	TOTAL HOURS
I	Basic Occupational	625-750 250-375	1000
II, III & IV	Basic Occupational	475-600 400-525	1000

4. Students will meet the criteria for entrance into the program that is, they:

   (a) do not or are not expected to qualify for entry into a regular secondary school program;
   (b) have a record of low achievement;
   (c) are 13 years of age or older on September 1;
   (d) have the written consent of their parent or guardian to register for such courses/programs.

5. The school board has on file procedures for student referral, screening, program development, program entry and exit, and student placement, involving the sending and receiving schools.

6. The program is identifiable as a three or four year program.

7. The program has learning objectives.

8. Provision has been made for career counselling as an integral part of the program.

9. Provision has been made for differential services in integrated and non-integrated classes.

10. Provisions have been made for parents/guardians and students to be informed of the nature and expectations of the program.

11. Years 2, 3 and 4 are offered in approved vocational school facilities (or approved equivalent).

12. The occupational component is composed of lab/shop courses only.

Academic-Occupational (cont'd)

13. The program provides entry and exit points for the student.

14. Course content and instructional materials utilized must be those approved by the Minister.

Discretionary Considerations

1. Services are coordinated with and offered by agencies such as Social Services and Community Health, or Alberta Manpower.

2. Academic Occupational Work Experience 15, 25 courses are incorporated into the program.

3. Provision has been made for ensuring the effective management of the program (e.g., designated staff responsible, coordination procedures).

4. Class size in academic courses should not exceed 20 students.

5. Class size in occupational courses should not exceed 15 students.

VOCATIONAL EDUCATION PROGRAM

PROGRAM DESCRIPTION

The Vocational Education Program exists for students who wish to learn about and develop skills in a number of trade or technology oriented career fields. In Vocational Education programs, students are able to progress through the preparation levels so that they may leave high school with job entry skills leading directly to employment, or to further training and education. Senior courses are taught in specially designed and equipped facilities by certificated teachers who also hold journeyman or equivalent status which ensures currency with post-secondary institution requirements.

REFERENCE DOCUMENTS:

- Program Policy Manual
- School Grants Manual
- The Secondary School Program Plan
- 1985-86 Junior-Senior High School Handbook

MONITORING CRITERIA

Mandatory Criteria

1. The school board has developed local policies, guidelines and procedures which:

   (a) are in keeping with the intent of Alberta Education policies, guidelines and procedures,
   (b) are implemented, and
   (c) are maintained, reviewed and updated to reflect current local or Alberta Education practice.

2. All Vocational Education 12-22-32, 15-25-35 series of courses must be taught by certificated teachers with related journeyman or equivalent status in the trade or technology course they teach.

3. All Vocational Education 12-22-32, 15-25-35 series of courses must be offered in approved facilities with approved equipment.

4. The Vocational Education instructional program has learning objectives, and is in agreement with the approved programs of studies and uses instructional materials as approved by the Minister.

Discretionary Considerations

1. Provision has been made for ensuring the effective management of the program (e.g., designated staff responsible, coordination procedures).

OFF-CAMPUS VOCATIONAL EDUCATION PROGRAM

PROGRAM DESCRIPTION

Vocational education programs are offered in Alberta comprehensive high schools to provide a means for students to learn about and develop skills in a number of trade-oriented career fields. Many high schools are too small or lack the needed staff, facilities and equipment to offer such programs. While limited off-campus programs have been offered, there is a growing need for expanded off-campus programs to complement and enhance current programming in schools. Additionally, the provision of off-campus programs permits the opportunity to develop such programs in partnership with the business community.

REFERENCE DOCUMENTS:

- Program Policy Manual
- School Grants Manual
- The Secondary School Program Plan
- 1985-86 Junior-Senior High School Handbook

MONITORING CRITERIA

Mandatory Criteria

1. The school board has developed local policies, guidelines and procedures which:

   (a) are in keeping with the intent of Alberta Education policies, guidelines and procedures;
   (b) are implemented; and
   (c) are maintained, reviewed and updated to reflect current local or Alberta Education practice.

2. The programs offered:

   (a) include any or all of the industrial educational programs numbered 12, 22, and 32, or 15, 25 and 35 listed in the Junior-Senior High School Handbook;
   (b) meet the requirements set out in the Junior-Senior High School Handbook and the Senior High School Program of Studies;
   (c) provide course content based on the appropriate program of studies and the daily programming developed cooperatively by the supervising teacher and the on-site instructor;
   (d) provide that the students' right of access to credits is protected in the event that an off-campus course or program must be terminated for any reason;

Off-Campus Vocational Education Program (cont'd)

(e) have an alternative delivery system available to the students for at least partial credit as a backup in case the contract with the worksite is not carried out or renewed;
(f) ensure access to a full 12-22-32 or 15-25-35 series of courses over a three-year period via tuition agreement or contracted services; and
(g) have learning objectives.

3. The on-site instructor holds a valid Alberta journeyman or equivalent status in the trade or technology and may hold a valid Alberta Teacher Certificate. An on-site instructor without a valid Alberta Teacher Certificate is permitted provided the program is supervised by a Certificated teacher:

(a) present at each off-campus site for 5 hours per week. Depending on the number of students at the site, and whether or not it is a new or continuing program, the amount of supervision may need to be adjusted by the school board; and
(b) in line with Alberta Education gudelines.

4. The on-site instructor is designated as the person who is to have the primary responsibility for students while they are at the worksite.

5. The final authority for instructional practice and evaluation matters rests with the school board.

6. In developing and maintaining the off-campus project, the school board will ensure that the worksite selection meets the following criteria:

(a) the worksite has adequate space provisions for the number of students enrolled;
(b) the facilities and equipment at the worksite are adequate to achieve the objectives of the program;
(c) the facilities meet the required standards such as Occupational Health and Safety, and fire regulations;
(d) the equipment used by the students meets CSA (Canadian Standards Association) standards; and
(e) all applicable federal, provincial and municipal legislation is followed.

7. School boards offering off-campus programs:

(a) carry insurance to cover all board owned equipment located at the worksite;
(b) carry extended liability insurance for the protection of the board, its employees, students, and third parties.

8. Facilities at the worksite are approved by Alberta Education before a new program may commence.

9. During the first year of the program, the program will be evaluated by the school board. The program evaluation will be completed and a report of the evaluation submitted by the school board to Alberta Education (Director, Regional Office of Education) by November 30.

10. Supervision Guidelines

The certificated teacher supervising an off-campus site has the following responsibilities:

(a) to ensure that the curriculum is followed and a plan of instruction is in place;
(b) to ensure there are a variety of activities or experiences;
(c) to ensure that student teaching and evaluation are in accordance with board policy;
(d) to ensure safety provisions are met;
(e) to ensure that board owned equipment is properly accounted for and maintained;
(f) to assess student performance;
(g) to monitor student attendance;
(h) to monitor student-instructor relations and student behavior;
(i) to monitor worksite-community relations;
(j) to ensure a positive learning environment;
(k) to ensure appropriate records are kept for all of the above.

Discretionary Considerations

1. School boards may operate individually or as a consortium with other school boards to offer vocational programs. One school board must act as the agent board for contract purposes.

EARLY CHILDHOOD SERVICES

PROGRAM DESCRIPTION

Early Childhood Services (ECS) are voluntary programs directed at the integration of educational, recreational, health, and social services for young children below the age of school entrance. The program is also available for an initial or second year to immature children who are of compulsory age for basic education but who, in the opinion of parents, staff and school board, would benefit from an ECS program.

REFERENCE DOCUMENTS:

- Department of Education Act (Regulations 153/74)
- Philosophy, Goals and Program Dimensions, issued by Alberta Education, January, 1984 (English and French Versions)
- Program Policy Manual
- School Grants Manual

For French Minority and Immersion Language Programs:

- Guidelines for Early Childhood Services Language Programs (Immersion and Official Minority)
- Alberta Education Programs of Study
- Advisory Manual on Early Childhood Services

MONITORING CRITERIA

Mandatory Criteria

1. The operator has developed local policies, guidelines, and procedures which:

   (a) are in keeping with the intent of Alberta Education policies, guidelines and procedures,
   (b) are implemented, and
   (c) are maintained, reviewed and updated to reflect current local or Alberta Education practice.

2. Student enrolment information is maintained on file for:

   (a) severely disabled children enrolled in a Program Unit Grant
   (b) mildly or moderately disabled children
   (c) children in designated disadvantaged areas, and

(d) regular needs children, including those considered developmentally immature.

3. An individualized educational program plan is in place for each severely disabled child for whom a Program Unit Grant has been approved.

4. Parents of severely, mildly or moderately disabled children are fully aware of and/or involved in the ECS operator's decisions about program placement, planning, implementation and outcome evaluation.

5. Teachers possess:

   (a) a valid Alberta Teacher Certificate, and
   (b) an Early Childhood Services interim permit or an Early Childhood Services diploma.

6. The program is consistent with, and planned, implemented and evaluated on the basis of the four beliefs and the seven principles outlined in Philosophy, Goals and Program Dimensions. The program will be designed to address the following components:

   (a) learning activities:

      i. sequentially undertaken by children in accordance with their individual needs, and
      ii. experienced within structured and child-initiated play

   (b) emphasis placed on the development of a positive self-concept and the assurance of self-satisfaction in each child

   (c) opportunities provided for learning within an exploratory environment designed to meet the physical, emotional, social, intellectual and creative needs of each child

   (d) parents provided with clearly defined opportunities for direct as well as indirect involvement in planning, implementing and evaluating their children's programs and those which are undertaken by the parents for themselves, and

   (e) the planning, implementation and evaluation of the program which are the result of team work which may include parents, ECS staff, school/society board members and administrative personnel, and persons in government/community agencies and organizations which provide services for young children and their families.

7. The Early Childhood Services (ECS) instructional program is in agreement with the approved ECS program requirements of Alberta Education.

8. The courses offered, time allocations, and students being served correspond to those recorded on the Grants Application Form.

Early Childhood Services (cont'd)

9. Proof of current health, fire certification, and municipal requirements is on file and available on request in the case of an ECS program offered in a building other than an approved school.

10. A systematic plan for periodic evaluation of the ECS program has been developed and is available on-site. For example, the evaluation may be carried out every two or three years on a specific aspect of the program by the ECS operator, by the operator and Alberta Education jointly, or under contract to an external party such as a university, a school board, a private consultant or an agency.

11. Each board has established a Special Education Placement Appeal Committee and has in place policies, guidelines and procedures for the convening and conduct of the committee.

Discretionary Considerations

1. The program operator is affiliated with a Regional Coordinating Committee.

2. Local policy, guidelines and procedures are developed:

   (a) to facilitate the orientation of parents, staff, community resource persons and other professionals to the ECS program, and
   (b) to facilitate communication among those involved in the ECS program.

3. In the case of Program Unit Grant initiatives:

   (a) provision is made and financed for parent habilitation, inservice, information requirements and case management in the home,
   (b) staffing is appropriate to the case,
   (c) appropriate services are acquired or developed in accordance with each child's needs, and
   (d) services and personnel are coordinated in the most effective and cost efficient manner.

4. An individualized program plan is in place for each mildly or moderately disabled child.

5. Registration fees, special surcharges and other locally derived forms of financial assistance supplement Alberta Education per child grants.

6. Regular inservice opportunities are available to all staff.

Early Childhood Services (cont'd)

7. Advisory and/or administrative activities have been organized to obtain input from parents.

8. Community physical and human resources are used in the program.

9. A plan exists for ensuring the effective management of the program (e.g., designated staff responsible, coordination procedures).

THE EDUCATIONAL OPPORTUNITIES FUND

PROGRAM DESCRIPTION

The elementary component of the Educational Opportunities Fund (EOF) is designed to encourage local school authorities to enhance the regular education program at the elementary level. This program is funded on a formula basis. The programming is locally developed and approved while the Regional Offices of Education provide provincial supervision of the program.

The compensatory component of the Educational Opportunities Fund (EOF) was designed to assist local school authorities to cope with the needs of pupils who are disadvantaged by social and economic conditions. This program operates on a project funding basis; it is administered by the Support Programs Branch.

REFERENCE DOCUMENTS:

- Program Policy Manual
- School Grants Manual
- The Elementary School Program Plan

MONITORING CRITERIA: ELEMENTARY COMPONENT

Mandatory Criteria

1. The school board has developed local policies, guidelines and procedures which:

   (a) are in keeping with the intent of Alberta Education policies, guidelines and procedures
   (b) are implemented, and
   (c) are maintained, reviewed and updated to reflect current local or Alberta Education practice.

2. Elementary E.O.F. instructional programs are offered only to elementary students.

3. Written descriptions of the elementary program(s) shall provide the following information:

   i. rationale or reason for the project
   ii. target students for the project
   iii. objectives of the project
   iv. design of the project, and
   v. evaluation procedures.

Educational Opportunties Fund (cont'd)

4. The E.O.F. elementary program:

   (a) provides direct instructional services to students;
   (b) is recognizably different from regular school programs;
   (c) provides recognizable improvement upon or extension to the regular program.

5. The school board has established processes for monitoring and evaluating the instructional program as indicated in its policies.

6. Data from all internal evaluation activities are available on file.

Discretionary Considerations

1. The program addresses the special needs of students (e.g., gifted, learning disabled).

2. The school board employs specialized professional and support personnel to realize better the objectives of the elementary program.

3. The school board provides appropriate learning materials and equipment to help achieve the needs of the project.

4. Parental involvement and community participation are features of the program.

5. Regular inservice opportunities are available to teachers.

6. The school board establishes processes to inform students, parents and administrators of the program, its goals and its progress.

7. Teachers, administrators, university personnel and other members of the community can be involved in the evaluation of the program.

8. The school board uses local and provincial monitoring and evaluation information to adjust the instructional program as deemed desirable.

9. Provision exists for ensuring the effective management of the program (e.g., designated staff responsible, coordination procedures).

MONITORING CRITERIA: COMPENSATORY COMPONENT

Mandatory Criteria

1. The school board has developed local policies, guidelines and procedures which:

Educational Opportunties Fund (cont'd)

(a) are in keeping with the intent of Alberta Education policies, guidelines and procedures,
(b) are implemented, and
(c) are maintained, reviewed and updated to reflect current local or Alberta Education practice.

2. The compensatory program, designed to meet the needs of educationally disadvantaged students, is consistent in design and function with school board and Alberta Education policies, guidelines and procedures.

3. The compensatory program is being implemented so as to:

(a) provide direct instructional services to students,
(b) provide services on a priority basis to those students in the jurisdiction who most need them,
(c) be sufficiently different from the regular school programs so as to be identifiable and observable, and
(d) assist in reducing an age-grade discrepancy of more than one year.

4. The school board has established processes for monitoring and evaluating the program as indicated in its policies.

5. The school board keeps the following types of information on file:

(a) copies of the project plans for the Educational Opportunities Fund Compensatory Program,
(b) evaluation data on the project,
(c) supporting documentation for the Educational Opportunities Fund Compensatory Statement of Expenditures submitted to Alberta Education.

Discretionary Considerations:

1. The school board employs specialized professional and support personnel to realize better the objectives of the compensatory project.

2. The school board provides appropriate learning materials and equipment to facilitate achieving the objectives of the project.

3. Parental involvement and community participation are recognized features of the program.

4. Regular inservice opportunities are available to teachers.

Educational Opportunties Fund (cont'd)

5. The school board establishes processes to inform students, parents and administrators of the program, its goals and its progress.

6. Teachers, administrators, university personnel and other members of the community can be involved in evaluation of the program.

7. The school board uses local and provincial monitoring and evaluation information to adjust the instructional program as deemed desirable.

8. Provision exists for ensuring the effective management of the program (e.g., designated staff responsible, coordination procedures).

OFFICIAL AND OTHER LANGUAGES

This section deals with four different programs:

I French Language Program

II French Immersion Program

III Languages Other Than English or French

IV English As A Second Language

FRENCH LANGUAGE PROGRAM

PROGRAM DESCRIPTION

A French Language Instruction Program is an educational program in which French is used as the language of instruction during a significant portion of the school day, and is designed for children of the following citizens of Canada:

a) whose first language learned and still understood is French,
b) who have received their primary instruction in Canada in French, or
c) of whom any child has received or is receiving instruction in French.

REFERENCE DOCUMENTS:

- School Act, Section 159(1)(a)
- French Language Regulation 490/82
- Alberta Education Programs of Studies
- Program Policy Manual
- School Grants Manual
- The Secondary School Program Plan
- The Elementary School Program Plan

MONITORING CRITERIA

Mandatory Criteria

1. The school board has developed local policies, guidelines and procedures which:

French Language Program (cont'd)

(a) are in keeping with the intent of Alberta Education policies, guidelines and procedures
(b) are implemented, and
(c) are maintained, reviewed and updated to reflect current local or Alberta Education practice.

2. The school board has initiated the program by an authorizing motion and advises the Minister.

3. Policies, guidelines and procedures are in place to assess student needs.

4. The Early Childhood Services (ECS) instructional program is in agreement with the approved ECS program requirements of Alberta Education.

5. The instructional program for Grades 1-12 is in agreement with the approved programs of studies and uses instructional materials as prescribed or approved by the Minister.

6. The instructional program provides for the inclusion of cultural activities.

7. The school board or operator establishes a process for monitoring and evaluating the instructional program as required by its policies.

8. The instructional program, after Grade 2, follows Alberta Education requirements:

(a) not less than 300 minutes per week of instruction in English language arts shall be provided for each student in each of Grades 3, 4, 5 and 6,
(b) not less than 150 hours per year of instruction in English language arts shall be provided for each student in each of Grades 7, 8 and 9, and
(c) not less than 125 hours per year or the equivalent of 5 credits per year of instruction in English language arts shall be provided for each student in each of Grades 10, 11 and 12.

9. Instruction is provided in French for at least 25% of the school day.

Discretionary Considerations

1. Where the instructional program has commenced in Grade 1, the school board has determined for Grades 1 and 2:

French Language Program (cont'd)

(a) the amount of time French is used as the language of instruction,
(b) the nature and extent of English language instruction, if any, and
(c) the point at which the English language arts program, if any, is initiated.

2. Where there is an instructional ECS program, the operator or the school board has determined the amount of time used as the language of instruction other than English congruent to a Grade 1 program.

3. Local and provincial monitoring information or evaluation studies are used to adjust the instructional program.

4. Processes have been established to inform students, parents and administrators of the program, its goals and its progress.

5. Provision is made for the involvement of teachers, administrators, university personnel and other members of the community in the program evaluation.

6. Regular inservice opportunities are available to teachers.

7. Advisory and/or administrative activities have been organized to obtain input from appropriate francophone communities.

8. With respect to minority language programs, communication in the school and with the home is in French.

9. Community physical and human resources are used in the program.

10. Community involvement and parent participation are built-in components of the program.

11. The program provides for the special needs of students (e.g., gifted, learning disabled).

12. The program demonstrates advance planning of instruction through daily, unit and yearly plans reflecting the programs of studies.

13. Lesson and unit plans specify student objectives, content, teaching strategies, learning resources and assignments.

14. Provision exists for ensuring the effective management of the program (e.g., designated staff responsible, coordination procedures).

FRENCH IMMERSION PROGRAM

PROGRAM DESCRIPTION

A French Immersion Program is an educational program offered in French and designed primarily for children of citizens of Canada whose first language is other than French.

REFERENCE DOCUMENTS:

- School Act, Section 159(1)(a)
- French Language Regulation 490/82
- Alberta Education Programs of Studies
- Program Policy Manual
- School Grants Manual
- The Secondary School Program Plan
- The Elementary School Program Plan

MONITORING CRITERIA

Mandatory Criteria

1. The school board has developed local policies, guidelines and procedures which:
   (a) are in keeping with the intent of Alberta Education policies, guidelines and procedures
   (b) are implemented, and
   (c) are maintained, reviewed and updated to reflect current local or Alberta Education practice.
2. The school board initiates the program by an authorizing motion and advises the Minister.
3. Policies, guidelines and procedures are in place to assess student needs.
4. The Early Childhood Services (ECS) instructional program is in agreement with the ECS program requirements of Alberta Education.
5. The instructional program for Grades 1-12 is in agreement with the courses of study and instructional materials as prescribed or approved by the Minister.
6. The instructional program provides for the inclusion of cultural activities.
7. The board establishes a process for monitoring and evaluating the instructional program as required by its policies.

French Immersion Program (cont'd)

8. The instructional program, after Grade 2, follows Alberta Education requirements:

   (a) not less than 300 minutes per week of instruction in English language arts shall be provided for each student in each of Grades 3, 4, 5 and 6,
   (b) not less than 150 hours per year of instruction in English language arts shall be provided for each student in each of Grades 7, 8 and 9, and
   (c) not less than 125 hours per year or the equivalent of 5 credits per year of instruction in English language arts shall be provided for each student in each of Grades 10, 11, and 12.

9. Instruction is provided in French for a least 25% of the school day.

Discretionary Considerations

1. Where the instructional program has commenced in Grade 1, the board has determined for Grades 1 and 2:

   (a) the amount of time French is used as the language of instruction
   (b) the nature and extent of English language instruction, if any; and
   (c) the point at which the English language arts program, if any, is initiated.

2. Where there is an instructional ECS program, the operator or the board has determined the amount of time used as the language of instruction other than English, congruent to a Grade 1 program.

3. Local and provincial monitoring information or evaluation studies are used to adjust the instructional program.

4. Processes have been established to inform students, parents and administrators of the program, its goals and its progress.

5. Provision is made for the involvement of teachers, administrators, university personnel and other members of the community in the program evaluation.

6. Regular inservice opportunities are available to teachers.

7. Advisory and/or administrative activities have been organized to obtain input from parents.

8. Community physical and human resources are used in the program.

French Immersion Program (cont'd)

9. Community involvement and parent participation are built-in components of the program.

10. The program provides for the special needs of students (e.g., gifted, learning disabled).

11. The program demonstrates advance planning of instruction through daily, unit and yearly plans reflecting the programs of studies.

12. Lesson and unit plans specify student objectives, content, teaching strategies, learning resources and assignments.

13. Provision exists for ensuring the effective management of the program (e.g., designated staff responsible, coordination procedures).

LANGUAGES OTHER THAN ENGLISH OR FRENCH

PROGRAM DESCRIPTION

Instruction in Languages Other Than English or French refers to an instructional program in which a language other than English or French is used as the language of instruction for a minimum of 25 per cent to a maximum of 50 per cent of the instruction day.

REFERENCE DOCUMENTS:

- School Act, Section 12 (2)
- School Grants Manual
- Program Policy Manual
- The Secondary School Program Plan
- The Elementary School Program Plan.

MONITORING CRITERIA

Mandatory Criteria

1. The school board has developed local policies, guidelines and procedures which:

   (a) are in keeping with the intent of Alberta Education policies, guidelines and procedures
   (b) are implemented, and
   (c) are maintained, reviewed and updated to reflect current local or Alberta Education practice.

2. The school board initiates the program by an authorizing motion and advises the Minister.

3. Policies, guidelines and procedures are in place to assess student needs.

4. The Early Childhood Services (ECS) instructional program is in agreement with the ECS program requirements of Alberta Education.

5. The instructional program for Grades 1-12 is in agreement with the courses of study and instructional materials as prescribed or approved by the Minister. Locally developed courses and locally approved learning resources have received Ministerial approval.

6. The instructional program provides for the inclusion of cultural activities.

Languages other than English or French (cont'd)

7. The school board establishes a process for monitoring and evaluating the instructional program as required by its policies.

8. The instructional program for Grades 1-12 is offered in the target language to a maximum of 50% of the instructional day and for a minimum of 25% of the day.

9. Time allocations for each of the subjects taught reflect the minimum times indicated in the program of studies or the Junior-Senior High School Handbook.

Discretionary Considerations

1. Where there is an instructional program in Early Childhood Services, the operator or the board has determined the amount of time used as the language of instruction other than English, congruent to a Grade 1 program.

2. Local and provincial monitoring information or evaluation studies are used to adjust the instructional program.

3. Processes have been established to inform students, parents and administrators of the program, its goals and its progress.

4. Provision is made for the involvement of teachers, administrators, university personnel and other members of the community in the program evaluation.

5. Regular inservice opportunities are available to teachers.

6. Advisory and/or administrative activities have been organized to obtain input from appropriate parental groups.

7. Community physical and human resources are used in the program.

8. Community involvement and parent participation are built-in components of the program.

9. The program provides for the special needs of students (e.g., gifted, learning disabled).

10. The program demonstrates advance planning of instruction through daily, unit and yearly plans reflecting the programs of studies.

11. Where possible, the target language is a language of communication in the school.

Languages other than English or French (cont'd)

12. Displays within the school create a cultural ambience characteristic of the people who speak the language.

13. Lesson and unit plans specify student objectives, content, teaching strategies, learning resources and assignments.

14. Provision exists for ensuring the effective management of the program (e.g., designated staff responsible, coordination procedures).

ENGLISH AS A SECOND LANGUAGE

PROGRAM DESCRIPTION

An English as a Second Language (ESL) Program is an instructional program for students having recently arrived in the province who require special assistance in learning English as a second language so that they can follow instruction in English.

REFERENCE DOCUMENTS:

- School Act, Section 11 (2)
- Program Policy Manual
- School Grants Manual
- The Secondary School Program Plan
- The Elementary School Program Plan.

MONITORING CRITERIA

Mandatory Criteria

1. The school board has developed local policies, guidelines and procedures which:

   (a) are in keeping with the intent of Alberta Education policies, guidelines and procedures,
   (b) are implemented, and
   (c) are maintained, reviewed and updated to reflect current local or Alberta Education practice.

2. The instructional program has learning objectives, and is in agreement with the approved program of studies and uses instructional materials as approved by the Minister.

3. An administrative process is in place to identify students in the program on a yearly basis.

4. Priority is placed on assistance that encourages rapid integration of students into the school and community environments.

5. The school board establishes a process for monitoring and evaluating the instructional program as required by its policies.

6. Funding is available to individual students for a maximum of two years.

English as a Second Language (cont'd)

Discretionary Considerations

1. Local and provincial monitoring information or evaluation studies are used to adjust the instructional program.

2. Processes have been established to inform students, parents and administrators of the program, its goals and its progress.

3. Provision is made for the involvement of teachers, administrators, university personnel and other members of the community in the program evaluation.

4. Regular inservice opportunities are available to teachers.

5. Community physical and human resources are used in the program.

6. Community involvement and parent participation are built-in components of the program.

7. Integration, as opposed to assimilation, of the student is given importance in program content.

8. An understanding and appreciation of the various cultures represented in the school and community are reflected in the program content.

9. The program provides for the special needs of students (e.g., gifted, learning disabled).

10. The program demonstrates advance planning of instruction through daily, unit and yearly plans reflecting the programs of studies.

11. Lesson and unit plans specify student objectives, content, teaching strategies, learning resources and assignments.

12. Provision exists for ensuring the effective management of the program (e.g., designated staff responsible, coordination procedures).

SCHOOL EXTENSION

PROGRAM DESCRIPTION

The programs included in the School Extension Program category are:

I Full or part-time Grades 1-9 levels adult basic education programs.
II Regular day extension for those students aged 20 or over in regular high school programs.
III True day extension for adults in adult high school programs.
IV Evening Grades 1-12 level adult basic education programs.
V Summer School Grades 1-12 levels basic education programs.
VI Special Education extension programs for those students aged 20 or over requiring special education.

REFERENCE DOCUMENTS:
- School Act Section 142; Section 164
- Program Policy Manual
- School Grants Manual
- The Secondary School Program Plan

MONITORING CRITERIA

Mandatory Criteria

1. The school board has developed local policies, guidelines and procedures which:
   (a) are in keeping with the intent of Alberta Education policies, guidelines and procedures
   (b) are implemented, and
   (c) are maintained, reviewed and updated to reflect current local or Alberta Education practice.
2. Records are kept of grade level completion at the Grades 1-9 levels, or credits at the Grades 10-12 levels.
3. All teachers are certificated.
4. The program is reported in the Audited Financial Statement.
5. The courses offered, time allocations, and students being served correspond to those recorded on the Grants Application Form.

School Extension (cont'd)

6. The instructional program has learning objectives and meets the intent of the programs of studies.

Discretionary Considerations

1. The programs are adapted for adults as necessary.
2. There is a system of evaluation in place and it is being utilized.
3. There is a system of student recruitment.
4. Students are provided with counselling and grade placement information.
5. The amount of registration fee is appropriate.
6. The average class size is appropriate for grade level requirements.
7. The facilities are adequate.
8. Students have access to appropriate learning resources such as the school library.
9. Teachers are provided with adequate support services, such as secretarial assistance.
10. The number of teaching staff members is appropriate to the hours and number of students taught.
11. There is a policy of staff selection and recruitment which enhances school extension programs.
12. The teaching staff is part of the Collective Bargaining Agreement.
13. Teachers are included in the school board's professional development programs.
14. Teachers are considered an integral part of the school staff.
15. The program involves inter-agency cooperation where this is appropriate.
16. Provision exists for ensuring the effective management of the program (e.g., designated staff responsible, coordination procedures).

SPECIAL EDUCATION

PROGRAM DESCRIPTION

The purpose of Special Education Programs is to provide opportunities for children with exceptional educational needs, ranging from the educationally disabled to the gifted/talented. Special education implies a commitment to provide special facilities and methods which make it possible for those children who deviate markedly from the average to receive an education commensurate with their potential. Special education programs are intended to provide learning opportunities appropriate for children with exceptional educational needs. The programs' services include identification, assessment, placement, guidance and counselling. There is a commitment to the proposition that all children should be enabled to learn as much as they can and be helped to develop as completely as possible.

REFERENCE DOCUMENTS:

- The School Act, Section 142; Section 145
- Program Policy Manual
- School Grants Manual
- Alberta Education Programs of Studies
- Special Education Handbook, 1982
- Special Education Manual

MONITORING CRITERIA

Mandatory Criteria

1. The school board has developed local policies, guidelines and procedures which:

   (a) provide for the development or adaptation of programs for exceptional students
   (b) are in keeping with the intent of Alberta Education policies, guidelines and procedures
   (c) are implemented, and
   (d) are maintained, reviewed and updated to reflect current local or Alberta Education practice.

2. Each school board will establish a Special Education Placement Appeal Committee for parents or guardians disputing placement decisions affecting students with special needs to ensure that all concerns regarding the best interests of the student receive fair and unbiased deliberation.

3. Each school board will establish policies, guidelines, and procedures for the convening and conduct of the Special Education Placement Appeal Committee through which parents or guardians may appeal placement decisions.

Special Education (cont'd)

4. Monitoring and evaluation of instructional programs are conducted as required by the school board's policies.

5. The school board reports, when required, on its special education programs including those for the gifted in its Annual Report and Audited Financial Statement.

6. The special education programs have learning indicators.

7. Special transportation is provided for students who are unable to use regular means of transportation.

8. Two to five percent of the Special Education Grant is spent on programs for the gifted and talented.

Discretionary Considerations

1. School board policies relating to special education are communicated to the teaching staff.

2. Students in special education programs in segregated classes should receive the same number of instructional hours per week as students of the same age attending regular classes.

3. Procedures are established for the identification, assessment, placement and programming of exceptional students.

4. Persons providing individual assessment, diagnostic, program development, consultative, and/or therapy services have appropriate qualifications.

5. Individual program plans are developed and form the basis for program planning and implementation.

6. Individual program plans should address the areas outlined in the Special Education Handbook, 1982, pages 30-39.

7. A range of support services (e.g., counsellor, psychologist) are accessible and used when required.

8. There are arrangements for the provision of special education in the French language where required.

9. The number of students in the class is appropriate to the needs of the students.

Special Education (cont'd)

10. Programs for exceptional students are designed to encourage the participation of students in the regular school program and activities where possible.

11. There is a plan to involve parents in the development and implementation of the program.

12. Teachers are given the opportunity for professional development.

13. School buildings have facilities and structural modifications which accommodate the needs of physically disabled persons.

14. Instructional areas contain furniture and equipment as required by physically disabled persons.

15. Provision exists for ensuring the effective management of the program (e.g., designated staff responsible, coordination procedures).

16. Children transferring from ECS special education programs to basic education are provided with the same level of services as students in basic education.

TEACHER INSERVICE PROGRAM

PROGRAM DESCRIPTION

Teacher Inservice Programs are intended to raise the level of professional awareness and performance. The responsibility for carrying out inservice is shared by schools, school boards, the teaching profession (including individual members), and Alberta Education.

From time to time Alberta Education may identify special needs for which it will suggest a high priority for teacher inservice. For example, the implementation of teacher evaluation policies may require additional inservice activities on the part of school boards.

Alberta Education provides funds to augment the current level of teacher inservice funding provided by school boards.

REFERENCE DOCUMENTS:
- Program Policy Manual
- School Grants Manual

MONITORING CRITERIA

Mandatory Criteria

1. The school board has developed local policies, guidelines and procedures which:
   (a) are in keeping with the intent of Alberta Education policies, guidelines and procedures
   (b) are implemented, and
   (c) are maintained, reviewed and updated to reflect current local or Alberta Education practice.
2. School board priority areas have been identified in advance of spending the funds.
3. First priority is given to the skills of groups of teachers; second priority is given to individual teachers.
4. Inservice training associated with locally developed courses is not included.
5. (a) Local monitoring and evaluation of the teacher inservice program is implemented in accordance with local program evaluation policies, guidelines and procedures.

Teacher Inservice Program (cont'd)

(b) Documentation of results of monitoring and evaluation results is on file.

Discretionary Considerations

1. Provision is made for involving teachers and Alberta Education staff in the planning, implementing and evaluating of the teacher inservice program, as appropriate.

2. Provision is made to involve other stakeholder groups (e.g., parents and teachers) in the planning, implementing and evaluating of the teacher inservice program.

3. Plans focus on competencies that go beyond preservice skills (if not, what preservice skills are found lacking?).

4. The programs offer solutions for problems identified by teachers.

5. Special needs and interests of groups of teachers and individual teachers are accommodated within the program and a rationale is provided for the selection of these priorities.

6. Long-term plans are in place for the inservice program.

7. From time to time, Alberta Education may suggest teacher inservice needs that should be addressed by the grant applicants (local school boards and private ECS operators). For 1985-86, the Provincial priorities suggested for teacher inservice are: Teacher Internship; Libraries; Tolerance and Understanding/Intercultural Education; parental involvement; new and revised curricula; and policy, planning and evaluation development.

8. A significant number of the programs offered incorporate:

   (a) long term exposure to the identified skills
   (b) the opportunity to experience the skills
   (c) instructors who are role models.

9. Local expertise is utilized.

10. One person is designated in charge, or to represent the school board for the teacher inservice program. A major function of that responsibility is to facilitate communication with teachers and the Regional Office in regard to the teacher-inservice program.

11. An inservice publication is available to the teachers. Attention could be paid to such factors as: frequency of publication, degree and frequency of

Teacher Inservice Program (cont'd)

publication changes, teacher awareness of the publication, and the potential or actual use of alternative, better forms of communications devices.

12. Audited books showing allocations of the budget are available.

13. Regional Office personnel are involved in the process of developing and implementing the teacher inservice program, both as participants and as observers.

14. The major objective of the program is directed at improving classroom instruction (e.g., How and when does the teacher use the results of a given inservice? What criteria are used to determine improvement of classroom instruction?).

APPENDIX ONE

OVERVIEW OF

THE MONITORING RESPONSIBILITIES OF THE REGIONAL OFFICES OF EDUCATION

1985 08 06

OVERVIEW

MONITORING RESPONSIBILITIES OF THE REGIONAL OFFICE OF EDUCATION

The following policies or programs have been identified as areas that the R.O.E. will monitor:

Special Needs

1. Early Childhood Services

   Instructional Grant; Teacher Inservice; Language Program, Other than French or English; Language Program, French

2. Educational Opportunities Fund

   Compensatory; Elementary

3. Official and Other Languages

   French Language Programs; Languages Other than English or French; English as a Second Language

4. Regional Film Centres

5. School Extension Programs

   Adult Basic; Regular/Day/Evening/Summer; Special Education

6. Special Education

   Educationally Disabled; Gifted and Talented; Programs; Institutional Support; Sensory Multi-handicapped

7. Teacher Inservice

8. Vocational Education Programs

   Academic-Occupational; Vocational Education; Off-Campus Vocational Education

Building Quality Restoration Program

1. Elementary/Junior High Computer Project

2. Business Education Equipment Project

Curriculum Implementation

1. Elementary Computer Literacy
2. Junior High Computer Literacy
3. Senior High Computer Literacy

Evaluation Policies

1. Student Evaluation Policy
2. Teacher Evaluation Policy
3. Program Evaluation Policy
4. School Evaluation Policy
5. School System Evaluation Policy

Initiation to Teaching Project

Program Policies

Private Schools

Pupil Count

1. School Foundation Program Fund Count (Under Consideration if Regional Office or Provincial Office Responsibility)
2. Resident Pupil Count

OTHER

1. Other features as determined by senior management (e.g., the use made of ACCESS materials).

APPENDIX TWO

MANAGEMENT DEFINITIONS

1985 08 06

DEFINITIONS OF SELECTED MANAGEMENT TERMS

BACKGROUND

The following management terms and definitions are being used by Alberta Education. They are provided here to help the reader understand the use of policies, guidelines, and procedures within the context of the general management process.

MANAGEMENT TERMS

DECIDING WHAT TO DO	PURPOSE OF ORGANIZATION PHILOSOPHY OF ORGANIZATION GOALS POLICY GUIDELINES OBJECTIVES
HOW TO DO IT	PROCEDURES REGULATIONS IMPLEMENTATION PLAN BUDGET
DOING IT	IMPLEMENTATION AND OPERATION
HOW DID WE DO?	MONITORING EVALUATION AUDIT
ADJUSTMENTS	AS DETERMINED FROM MONITORING, EVALUATION, OR FINANCIAL AUDIT
COMMUNICATIONS	OF INFORMATION FROM MONITORING, EVALUATION, AND AUDIT AND OF RESPONSES TO THIS INFORMATION

EFFICIENCY

EFFECTIVENESS

analysed using

STANDARDS AND MEASURES

for each element

1985 08 06

DEFINITIONS

A. DECIDING WHAT TO DO

PURPOSE: (Mission Statement)
The "purpose" of an organization is the fundamental reason for which the organization exists, and establishes the enabling conditions through which the organization will operate. The enabling conditions are those areas needing an acceptable level of results to achieve the mission (e.g., financial, program, staffing, or administrative conditions). The purpose is usually long-term in nature.

PHILOSOPHY:
A "philosophy" is the statement of principles upon which the purposes of the organization are based.

GOAL:
A "goal" is a statement that describes a desired end in general terms over an unspecified period of time.

POLICY:
A "policy" is a philosophically based statement that is goal-oriented and that establishes the direction for future discretionary action.

OBJECTIVE:
An "objective" is a statement of desired specific results to be achieved over a specified period of time. It answers both what and when.

GUIDELINE:
A "guideline" positively defines the framework within which the organization can discharge the policy. It tells what is wanted. It may also indicate why and how.

B. HOW TO DO IT

PROCEDURE: A "procedure" is a statement of who does what, how, and in what sequence. Procedures may be either mandatory or discretionary.

REGULATION: A "regulation" is a statement that directs action. Some regulations may be mandatory (that is, specify that action shall take place) while others may be discretionary (that suggest what action may occur).

IMPLEMENTATION PLAN: An "implementation plan" consists of a series of activities designed to achieve desired ends.

BUDGET: A "budget" is a detailed plan for the allocation of the fiscal and human resources required to achieve the goals, policies, and objectives of the organization over a definite period of time.

C. DOING IT

IMPLEMENTATION: "Implementation" is the process of putting a plan into operation.

D. HOW DID WE DO?

MONITORING: "Monitoring" is a continual process of determining whether program implementation processes are proceeding according to plan and whether certain results are being achieved. Monitoring answers the questions: 'Is the program operation in conformity to its design, with due regard to quality of the program?' and 'Is the program reaching its specified target audience?' . It involves information-gathering and reporting that support day-to-day management and leadership; and it may also provide data for subsequent evaluation(s) and adjustment(s).

EVALUATION: "Evaluation" provides a judgement regarding the adequacy of results in relation to standards and objectives. Its prime purpose is to improve future performance.

FINANCIAL AUDIT:

"Financial auditing" is primarily concerned with the effectiveness of the flow of accounting information and with the reliability of accounting records.

It is an evaluation of:

(a) compliance with established policies, plans, and procedures;
(b) the soundness and adequacy of the system to accomplish its purpose at reasonable cost;
(c) reliability and sufficiency of the financial and management information generated; and
(d) the quality of work performed by personnel with control systems responsibilities.

E. ADJUSTMENTS

ADJUSTMENTS:

School boards or Alberta Education may modify or make "adjustments" to their programs as a result of information from monitoring and evaluation and other relevant reports or studies.

F. COMMUNICATIONS:

"Communications" refers to the flow of information to identified publics and the hearing of concerns and opinions of stakeholders on educational and related matters as appropriate.

G. OTHER

EFFICIENCY:

"Efficiency" refers to determining and assessing the relative costs of achieving the objectives set for the activity. With what degree of economy are the objectives achieved? Could alternative programs be designed to achieve the same results at lower costs? Might some changes be made in the existing program to make it operate more efficiently without additional expenditures? Are the right resources at the right prices being used?

EFFECTIVENESS:

"Effectiveness" is concerned with the achievement of objectives. The identification of objectives and their measurement are of central importance to effectiveness analysis.

MEASURE:

A "measure" is a description in specific terms of how to assess progress toward achieving an objective or result.

PROGRAM: A "program" consists of interdependent activities and services designed to achieve specific organizational goals, policies, and objectives.

RESULTS: "Results" are the observed state of a situation; an outcome produced by an action or series of actions. The result may be intended or unintended.

STANDARD: A "standard" is a quantitative statement of the minimum level or quality of results achieved that is desired, expected, or acceptable in the delivery of a program or service. They establish whether the objective or result has been successfully achieved.

APPENDIX THREE

MONITORING FORMS FOR SPECIAL NEEDS PROGRAMS

1. Academic-Occupational
2. Vocational Education
3. Early Childhood Services
4. Educational Opportunities Fund
   (a) Elementary
   (b) Compensatory
5. Offical and Other Languages
6. School Extension
7. Special Education
   (a) Jurisdiction Level
   (b) Program within the School
8. Teacher Inservice Program

ACADEMIC OCCUPATIONAL MONITORING FORM

MANDATORY CRITERIA

	Program Status (check "Y" - Yes? "N" - NO)	Y	N	Comments
1.	A program proposal has been submitted to the Regional Office for Approval.	☐	☐	
2.	The school jurisdiction has obtained permission to use locally developed courses.	☐	☐	
3.	The A/O program is identifiable as a three or four year program.	☐	☐	
4.	Year 1 of the program has 250 to 375 hours of occupational content in three or more career fields.	☐	☐	
5.	Year 2 and subsequent years offer 400-525 hours in an occupational program which is in a career field established in Year 2.	☐	☐	
6.	The Year 3 occupational component is in a career field established in Year 2.	☐	☐	
7.	Year 2 and subsequent years of the program are offered in an approved vocational school facility or authorized equivalent.	☐	☐	
8.	The occupational component is composed of practical laboratory/shop courses only.	☐	☐	
9.	The occupational component emphasizes skills in one of the three career routes beyond the exploratory year(s): business and/or technical and/or personal services.	☐	☐	
10.	Work Study/Work Experience is an integral part of senior occupational programs.	☐	☐	
11.	The academic program comprises courses directed to improving student competencies in communication, computation and social relationships.	☐	☐	
12.	The program does not include courses beyond "20" level of the High School Program of Studies.	☐	☐	

Program Status (check "Y" - Yes/"N" - NO)	Y	N	Comments
13. The Board has developed local policies, guidelines, and procedures which			
a) are in keeping with the intent of Alberta Education policies	☐	☐	
b) are implemented	☐	☐	
c) are maintained, renewed and updated to reflect current local or Alberta Education policies.	☐	☐	
14. Class sizes in academic courses do not exceed 20 students.	☐	☐	
15. Class sizes in occupational courses do not exceed 15 students.	☐	☐	
16. All facilities used to offer the A/O program are approved.	☐	☐	
17. The instructional program follows Alberta Education requirements: Year 1: Basic 625-750 hours; Occupational 250-375 hours Year 2, 3, 4: Basic 475-600 hours; Occupational 400-525 hours.	☐	☐	
18. The student meets the criteria for entrance into the program.	☐	☐	
19. The Board has on file procedures for student referral, screening, program development, and program entry and exit. These involve the student, as well as sending and receiving schools.	☐	☐	
20. Provision has been made for career counselling as an integral part of the program.	☐	☐	
21. Provision has been made for differential services as an integral part of the program.	☐	☐	
22. Provision has been made for parents/ guardians and the students to be informed of the nature and expectations of the program.	☐	☐	
23. Programs are locally monitored and evaluated by the school district.	☐	☐	
24. The program has positive effects on the education of students.	☐	☐	

Program Status (check "Y" - YES/"N" - NO)	Y	N	Comments
DISCRETIONARY CONSIDERATIONS			
1. Academic programs have been appropriately modified.	☐	☐	
2. Services are coordinated with and offered by agencies such as Social Services and Community Health, and Alberta Manpower.	☐	☐	
3. Related Work Experience 15, 25 courses are incorporated into the program.	☐	☐	
4. The school has a system in place to coordinate Work Experience Education.	☐	☐	
5. Provision has been made for ensuring effective management of the program e.g., designated staff responsible, coordination procedures.	☐	☐	
6. The school has a copy of the approved program on file.	☐	☐	
7. The school has copies of legal and related documents pertinent to the program.	☐	☐	
8. Required accreditation data including courses, course codes and enrolments are accurately recorded on the Secondary Education Program Plan (SSPP).	☐	☐	
9. The SSPP clearly differentiates between A/O and regular courses.	☐	☐	
10. Grant Application Forms accurately reflect September 30 enrolments listed on the SSPP.	☐	☐	
11. 15/25 level courses are offered in lieu of 12/22 courses, where available.	☐	☐	

SUMMARY OF OBSERVATIONS, RECOMMENDATIONS AND ACTIONS

1. CONSULTANT'S COMMENTS

1.1 Program:

1.1.1 Is the program operating in conformity to its design and the expectations of Alberta Education?

COMMENTS YES NO

1.1.2 Are the program objectives being achieved?

COMMENTS YES NO

1.1.3 The program is reaching its specified target audience?

COMMENTS YES NO

1.2 Monitoring Procedure (design)

2. RECOMMENDATIONS AND ACTIONS

2.1 Recommended Action To Be Taken	Target Date(s) and Action Taken

2.2 Areas For Potential Future Evaluation (Why?)

3. POTENTIAL DISTRIBUTION OF THE COMPLETED MONITORING DOCUMENT

3.1 Superintendent/Chief Designated Officer/Society President

3.2 ECS Program Coordinator/Supervisor

3.3 Liaison Personnel

3.3.1 at the Regional Office of Education (ROE)
Specify recipients: _____

_____

_____

_____

3.3.2 in the school jurisdiction, private school or private ECS centre

Specify recipients: _____

_____

_____

_____

3.4 Alberta Education Central Office Personnel
Specify recipients: _____

_____

_____

3.5 Others _____

_____

_____

_____ _____, 19 _____

Signature of ROE Monitoring Consultant Completing Report

Date

VOCATIONAL EDUCATION MONITORING FORM

ALBERTA EDUCATION - REGIONAL OFFICE

APPROVAL AND MONITORING OF VOCATIONAL EDUCATION PROGRAMS

SCHOOL JURISDICTION: _____

SUPERINTENDENT: _____

SCHOOL(S): _____

PRINCIPAL: _____ PHONE NUMBER: _____

REGULAR PROGRAM: _____ OFF-CAMPUS PROGRAM: _____

EXTENUATING CIRCUMSTANCES: _____ REVALIDATION DATE: _____

PERFORMANCE CERTIFIER: _____ DATE OF APPROVAL: _____

PROGRAM STATUS (CHECK "Y" - YES/"N" - NO	Y	N	COMMENTS
MANDATORY REQUIREMENTS - REGULAR AND OFF-CAMPUS PROGRAMS			
1. Students have access to a full 12-22-32 or 15-25-35 series of cources over a three year period.	☐	☐	
2. Has the school jurisdiction developed written policies, guidelines and procedures for the program?	☐	☐	
3. Are these policies, guidelines and procedures in keeping with the intent of those of the province?	☐	☐	
4. Are these policies, guidelines and procedures being implemented?	☐	☐	
5. Are these policies, guidelines and procedures maintained, reviewed and updated regularly?	☐	☐	
6. Is the Vocational Education instructional program in agreement with the program of studies?	☐	☐	
7. Are the Vocational Education Program learning objectives being achieved satisfactorily?	☐	☐	

		Y	N	Comments
8.	Does the Vocational Education program use only approved instructional materials?	☐	☐	
9.	Are the Vocational Education facilities and equipment used approved?	☐	☐	
10.	Are the locally developed courses being offered approved?	☐	☐	
	REGULAR PROGRAM ONLY			
11.	Is the program being taught by a certificated teacher?	☐	☐	
12.	Does the certificated teacher hold valid Alberta journeyman or equivalent status in the trade or technology courses taught?	☐	☐	
	OFF-CAMPUS PROGRAM ONLY			
13.	Is the program under the supervision of a certificated teacher?	☐	☐	
14.	Does the on-site institution hold a valid Alberta journeyman or equivalent status in the trade or technology courses taught?	☐	☐	
15.	Students' right to access to credits is protected in the event that an off-campus program must be terminated.	☐	☐	
16.	An alternative delivery system is available for at least partial credit as a back-up in case the contract with the worksite is not carried out or renewed.	☐	☐	
17.	The on-site instructor is designated as the person to have the primary responsibility for students while they are at the worksite.	☐	☐	
18.	The worksite has adequate space provisions for the number of students enrolled.	☐	☐	
19.	The facilities and equipment at the worksite are adequate to achieve the objectives of the program.	☐	☐	

	Y	N	Comments
20. The school board has made provision for the first year program to be evaluated and a report submitted to the Director of the Regional office.	☐	☐	
21. The school board has a contract with the worksite.	☐	☐	
22. The certificated teacher carries out the required elements of supervision.	☐	☐	
DISCRETIONARY CONSIDERATIONS			
1. Provisions have been made for ensuring the effective management of the program.	☐	☐	

SUMMARY OF OBSERVATIONS, RECOMMENDATIONS AND ACTIONS

1. CONSULTANT'S COMMENTS

1.1 Program:

1.1.1 Is the program operating in conformity to its design and the expectations of Alberta Education?
COMMENTS YES NO

1.1.2 Are the program objectives being achieved?
COMMENTS YES NO

1.1.3 The program is reaching its specified target audience?
COMMENTS YES NO

1.2 Monitoring Procedure (design)

2. RECOMMENDATIONS AND ACTIONS

2.1 Recommended Action To Be Taken	Target Date(s) and Action Taken

2.2 Areas For Potential Future Evaluation (Why?)

3. POTENTIAL DISTRIBUTION OF THE COMPLETED MONITORING DOCUMENT

3.1 Superintendent/Chief Designated Officer/Society President

3.2 ECS Program Coordinator/Supervisor

3.3 Liaison Personnel

3.3.1 at the Regional Office of Education (ROE)
Specify recipients: _____

_____

_____

_____

3.3.2 in the school jurisdiction, private school or private ECS centre

Specify recipients: _____

_____

_____

_____

3.4 Alberta Education Central Office Personnel
Specify recipients: _____

_____

_____

3.5 Others _____

_____

_____

_____ _____, 19 _____

Signature of ROE Monitoring Consultant Completing Report

Date

EARLY CHILDHOOD SERVICES MONITORING FORM

EARLY CHILDHOOD SERVICES

Monitoring Form

I. GENERAL INFORMATION

Type of Operator ☐ School Board
☐ Incorporated Non-profit Society
☐ Private School

Zone

School Board/Society:

Address: Postal Code:

Designated Officer of School Board/Society:

Position: Telephone:

ECS Center:

Address: Postal Code:

Teacher(s):

Principal (if applicable):

Telephone:

Date(s) of Visit(s):

ROE Monitor(s):

Enrolment Regular ☐ Immature ☐ Spec Needs ☐ PUG ☐ TOTAL ☐

Language (if applicable) Immersion Language

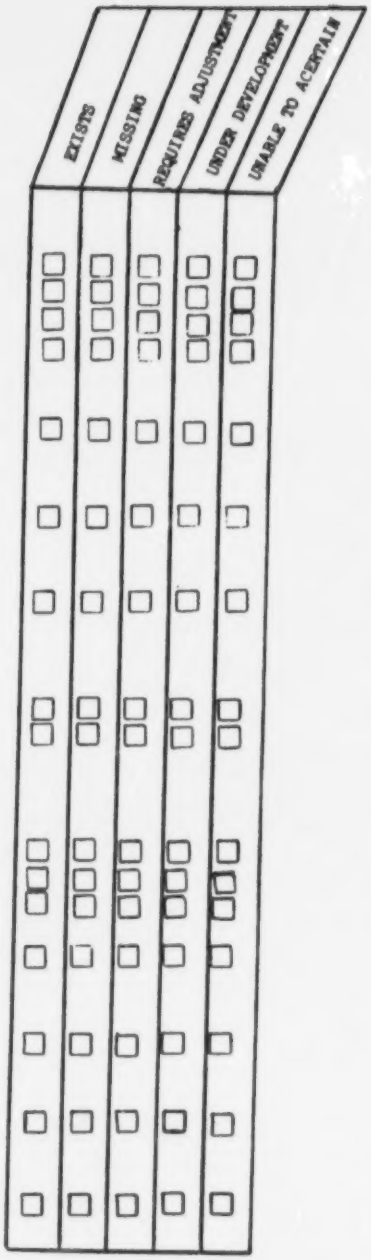
French (Official Minority)

II. MANDATORY CRITERIA

Place a check mark in the appropriate box.

	EXCELLENT	ACCEPTABLE	REQUIRES ATTENTION	UNDER DEVELOPMENT	UNABLE TO ASSESS
*1. Policies, guidelines and procedures					
1.1 in keeping with provincial policies, guidelines and procedures	☐	☐	☐	☐	☐
1.2 are implemented	☐	☐	☐	☐	☐
1.3 are maintained, reviewed and updated regularly	☐	☐	☐	☐	☐
* Cross-reference with current NOTICE OF INTENT					
2. Enrolment verification possible for					
2.1 Program Unit Grants (PUG)	☐	☐	☐	☐	☐
2.2 Mildly/moderately disabled	☐	☐	☐	☐	☐
2.3 disadvantaged	☐	☐	☐	☐	☐
2.4.1 immature	☐	☐	☐	☐	☐
3. Individualized Program Plan (IPP) for each PUG child.	☐	☐	☐	☐	☐
4. Parents of special needs children involved in and/or fully aware of decisions about					
4.1 program placement	☐	☐	☐	☐	☐
4.2 program plan	☐	☐	☐	☐	☐
4.3 program implementation	☐	☐	☐	☐	☐
4.4 program outcomes/evaluation	☐	☐	☐	☐	☐
5. Policy, guidelines and procedures for activation of the special education appeals placement committee					
5.1 are in keeping with provincial policies, guidelines and procedures on appeal committees	☐	☐	☐	☐	☐
5.2 are ready for implementation if need arises	☐	☐	☐	☐	☐
5.3 are maintained, reviewed and updated regularly	☐	☐	☐	☐	☐
*6. Teacher has					
6.1 valid Alberta teaching certificate	☐	☐	☐	☐	☐
6.1.1 permanent	☐	☐	☐	☐	☐
6.1.2 interim	☐	☐	☐	☐	☐
6.2 permanent ECS diploma	☐	☐	☐	☐	☐
6.3 interim ECS certificate	☐	☐	☐	☐	☐
* Cross-reference with Computer Form #EDJ55040					
7. Program is consistent with the beliefs, principles and program dimensions in Philosophy, Goals and Program Dimensions.	☐	☐	☐	☐	☐

	EXISTS	MISSING	REQUIRES ADJUSTMENT	UNDER DEVELOPMENT	UNABLE TO ASCERTAIN
7.1 Learning activities are	☐	☐	☐	☐	☐
7.1.1 sequential and in accordance with the individual needs of children	☐	☐	☐	☐	☐
7.1.2 experienced within structured and child-initiated play	☐	☐	☐	☐	☐
7.2 Emphasis on development of positive self-concept in each child.	☐	☐	☐	☐	☐
7.3 Learning occurs in exploratory environment and includes opportunities for development in the following dimensions					
7.3.1 physical	☐	☐	☐	☐	☐
7.3.2 emotional	☐	☐	☐	☐	☐
7.3.3 social	☐	☐	☐	☐	☐
7.3.4 intellectual	☐	☐	☐	☐	☐
7.3.5 creative	☐	☐	☐	☐	☐
7.4 Clearly defined opportunities for					
7.4.1 direct parent involvement in the children's program	☐	☐	☐	☐	☐
7.4.2 indirect parent involvement in the children's program	☐	☐	☐	☐	☐
7.4.3 involvement in parent programs which address parent needs	☐	☐	☐	☐	☐
7.5 Program planning, implementation and evaluation are accomplished by a team.	☐	☐	☐	☐	☐
8. If applicable					
8.1 verification of health certification is available	☐	☐	☐	☐	☐
8.2 verification of fire certification is available	☐	☐	☐	☐	☐
9. Systematic plan for periodic program evaluation					
9.1 has been developed	☐	☐	☐	☐	☐
9.2 is available on-site	☐	☐	☐	☐	☐
9.3 is being implemented	☐	☐	☐	☐	☐
III. DISCRETIONARY CONSIDERATIONS					
1. Affiliation with Regional Coordinating Committee	☐	☐	☐	☐	☐
2. Policy, guidelines and procedures in place to					
2.1 facilitate orientation	☐	☐	☐	☐	☐
2.2 facilitate intra-program communication	☐	☐	☐	☐	☐



3. In the case of PUGs

   3.1 provision is made and financed for parent

      3.1.1 habilitation
      3.1.2 in-service
      3.1.3 information requirements
      3.1.4 case management in the home

   3.2 staff are appropriately trained and in-serviced to deal with the children in the PUG(s)

   3.3 appropriate services are acquired or developed for each child

   3.4 services and personnel are coordinated in an effective and cost-efficient manner

4. An IPP for each

   4.1 mildly disabled child
   4.2 moderately disable child

5. Locally-derived revenue obtained through

   5.1 registration fee
   5.2 special surcharge
   5.3 membership

6. In-service for all staff.

7. Advisory and/or administrative mechanisms in place to obtain parental input.

8. Community physical and human resources used in program.

9. A plan is in place to ensure effective program management.

SUMMARY OF OBSERVATIONS, RECOMMENDATIONS AND ACTIONS

1. CONSULTANT'S COMMENTS

1.1 Program:

1.1.1 Is the program operating in conformity to its design and the expectations of Alberta Education?

COMMENTS YES NO

1.1.2 Are the program objectives being achieved?

COMMENTS YES NO

1.1.3 The program is reaching its specified target audience?

COMMENTS YES NO

1.2 Monitoring Procedure (design)

2. RECOMMENDATIONS AND ACTIONS

2.1 Recommended Action To Be Taken	Target Date(s) and Action Taken

2.2 Areas For Potential Future Evaluation (Why?)

3. POTENTIAL DISTRIBUTION OF THE COMPLETED MONITORING DOCUMENT

3.1 Superintendent/Chief Designated Officer/Society President

3.2 ECS Program Coordinator/Supervisor

3.3 Liaison Personnel

3.3.1 at the Regional Office of Education (ROE)
Specify recipients: _____

_____

_____

_____

3.3.2 in the school jurisdiction, private school or private ECS centre

Specify recipients: _____

_____

_____

_____

3.4 Alberta Education Central Office Personnel
Specify recipients: _____

_____

_____

3.5 Others _____

_____

_____

_____, 19 _____

Signature of ROE Monitoring Consultant Completing Report

Date

EDUCATIONAL OPPORTUNITIES FUND MONITORING FORMS

(a) Elementary

(b) Compensatory

EDUCATIONAL OPPORTUNITIES FUND

PROGRAM MONITORING CRITERIA

IDENTIFICATION OF PROJECT

(a) Elementary _____ Compensatory _____

(b) Name of Project: _____

_____

(c) School Jurisdiction:

Name: _____ No. _____

(d) Name school(s) participating in the project:

_____

_____

(e) Grade levels or special needs served by the project _____

_____

(f) Number of students participating in the project _____

_____

(g) Major purpose of the project _____

_____

MONITORING CRITERIA

E.O.F. ELEMENTARY COMPONENT

A. Mandatory Characteristics

1. The appropriate section of the Grants application form has been submitted to the Regional Office of Education for performance certification by the date specified in the School Grants Manual. Yes ☐ No ☐

2. E.O.F. Policy, guidelines and procedures have been developed, are in written form and are in keeping with the intent of the provincial policies, guidelines and procedures. Yes ☐ No ☐

3. E.O.F. Elementary instructional programs which meet provincial requirements have been developed and implemented. Yes ☐ No ☐

4. Written descriptions of the Elementary E.O.F. program(s) provide the following information:

		Yes	No
(i)	Rationale or reason for the project	☐	☐
(ii)	Target students for the project	☐	☐
(iii)	Objectives of the project	☐	☐
(iv)	Design of the Project; and	☐	☐
(v)	Evaluation procedures	☐	☐

5. Data on all internal evaluation activities are on file Yes ☐ No ☐

(Types, Extent?)

B. Discretionary Characteristics

1. The program addresses the special needs of students (e.g. gifted, learning disabled). Yes ☐ No ☐

(Special needs identified?)

2. The jurisdiction employs specially qualified professional and support personnel to facilitate realization of the objectives of the E.O.F. Elementary Program. Yes ☐ No ☐

(Special services provided?) _____

_____

3. The jurisdiction provides appropriate learning materials and equipment as means of facilitating achievement of the objectives of the E.O.F. projects. Yes ☐ No ☐

(Types, quality?) _____

_____

4. Parent involement and community participation are features of the program. Yes ☐ No ☐

(Nature and extent?) _____

_____

5. In-service opportunities are provided to teachers. Yes ☐ No ☐

(How often?) _____

_____

6. The school jurisdiction has established means to inform students, parents and administrators of the program, its goals and its progress. Yes ☐ No ☐

(Types?) _____

_____

7. Teachers, administrators, university personnel and other members of community are involved in evaluation of the program. Yes ☐ No ☐

(Extent?) _____

_____

EDUCATIONAL OPPORTUNITIES FUND

PROGRAM MONITORING CRITERIA

IDENTIFICATION OF PROJECT

(a) Elementary _____ Compensatory _____

(b) Name of Project: _____

_____

(c) School Jurisdiction:

Name: _____ No. _____

(d) Name school(s) participating in the project:

_____

_____

(e) Grade levels or special needs served by the project _____

_____

(f) Number of students participating in the project _____

_____

(g) Major purpose of the project _____

_____

E.O.F. COMPENSATORY COMPONENT

A. Mandatory Characteristics

1. A proposal for an E.O.F. Compensatory Project has been sent to the Director of Support Programs, Alberta Education, at the beginning of the funding cycle, with documentation including the following:

		Yes	No
(i)	Front page: Project identification information	☐	☐
(ii)	Legal Undertaking Signatures Sheet; and	☐	☐
(iii)	Budget Summary Sheet	☐	☐

2. The proposed E.O.F. Compensatory education project and a budget for some have been approved by the Director of Support Programs.

Yes ☐ No ☐

3. E.O.F. Compensatory Policy, guidelines and procedures have been developed and/or adopted by the school jurisdiction. They are in written form and in keeping with the intent of provincial policies, guidelines and procedures.

Yes ☐ No ☐

4. The E.O.F. Compensatory program, designed to meet the needs of educationally disadvantaged students, is consistent in design and function with the jurisdiction's and provincial policies, guidelines and procedures.

Yes ☐ No ☐

5. The design of the E.O.F. Compensatory program has the following features:

		Yes	No
(i)	Direct instructional services are provided to the students;	☐	☐
(ii)	Services are provided on a priority basis to those students in the jurisdiction who most need them;	☐	☐
(iii)	The program is sufficiently different from the regular school programs so as to be identifiable and observable;	☐	☐
(iv)	The program is designed to assist in reducing an age grade discrepancy of more than one year.	☐	☐

B. Discretionary Characteristics

1. The jurisdiction employs specially qualified professional and support personnel to facilitate realization of the objectives of the E.O.F. Compensatory project.

Yes ☐ No ☐

2. The jurisdiction provides appropriate learning materials and equipment as means of facilitating achievement of the objectives of the E.O.F. project.

Yes ☐ No ☐

3. Parent involvement and community participation are features of the program.

Yes ☐ No ☐

4. In-service opportunities are provided to teachers.

Yes ☐ No ☐

(Frequency?)

5. The school jurisdiction has established means to inform students, parents, and administrators of the program, its goals and its progress.

Yes ☐ No ☐

6. Teachers, administrators, university personnel and other members of the community are involved in evaluation of the program.

Yes ☐ No ☐

7. The school jurisdiction uses local and provincial monitoring and evaluation information to adjust the instructional program as deemed desirable.

Yes ☐ No ☐

_____

_____

SUMMARY OF OBSERVATIONS, RECOMMENDATIONS AND ACTIONS

1. CONSULTANT'S COMMENTS

1.1 Program:

1.1.1 Is the program operating in conformity to its design and the expectations of Alberta Education?

COMMENTS YES NO

1.1.2 Are the program objectives being achieved?

COMMENTS YES NO

1.1.3 The program is reaching its specified target audience?

COMMENTS YES NO

1.2 Monitoring Procedure (design)

2. RECOMMENDATIONS AND ACTIONS

2.1 Recommended Action To Be Taken	Target Date(s) and Action Taken

2.2 Areas For Potential Future Evaluation (Why?)

3. POTENTIAL DISTRIBUTION OF THE COMPLETED MONITORING DOCUMENT

3.1 Superintendent/Chief Designated Officer/Society President

3.2 ECS Program Coordinator/Supervisor

3.3 Liaison Personnel

3.3.1 at the Regional Office of Education (ROE)
Specify recipients: _____

_____

_____

_____

3.3.2 in the school jurisdiction, private school or private ECS centre

Specify recipients: _____

_____

_____

_____

3.4 Alberta Education Central Office Personnel
Specify recipients: _____

_____

_____

3.5 Others _____

_____

_____

_____
Signature of ROE Monitoring Consultant Completing Report

_____, 19 _____
Date

OFFICIAL AND OTHER LANGUAGES MONITORING FORM

OFFICIAL AND OTHER LANGUAGES

MONITORING FORM

GENERAL INFORMATION

ZONE ____ SCHOOL JURISDICTION _____

SUPERINTENDENT _____ SCHOOL _____

ADDRESS _____

PRINCIPAL _____ TELEPHONE _____

PROGRAM TITLE _____ CONTACT PERSON _____

CONSULTANT _____ DATE _____

SERVICES PROVIDED TO _____ STUDENTS, DISTRIBUTED AS FOLLOWS:

ECS ____ 1 ____ 2 ____ 3 ____ 4 ____ 5 ____ 6 ____ 7 ____

8 ____ 9 ____ 10 ____ 11 ____ 12 ____ .

MANDATORY REQUIREMENTS

		YES	NO
1.	Has the Board initiated the program by an authorizing motion?	☐	☐
2.	Has the Minister been advised in writing? (N/A for ESL)	☐	☐

		YES	NO
3.	Has the school jurisdiction developed written policies, guidelines and procedures for the program?	☐	☐
4.	Are there written policies, guidelines and procedures available?	☐	☐
5.	Are these policies, guidelines and procedures in keeping with the intent of those of the province?	☐	☐
6.	Are there mechanisms in place to assess student needs?	☐	☐
7.	Are there indicators that the learning objectives are being achieved satisfactorily?	☐	☐
8.	Is the ECS program in agreement with the Programs of Studies?	☐	☐
9.	Is the instructional program for Grades 1-12 in agreement with the Programs of Studies?	☐	☐
10.	Does the instructional program provide for the inclusion of cultural activities?	☐	☐
11.	Has the jurisdiction established a process for monitoring and evaluating the program?	☐	☐
12.	Does the instructional program follow provincial requirements as follows:		
	a. Not less than 300 minutes per week of English Language Arts for grades 3, 4, 5, 6.	☐	☐
	b. Not less than 150 hours per year of English Language Arts for grades 7, 8, 9.	☐	☐
	c. Not less than 125 hours per year of English Language Arts for grades 10, 11, 12.	☐	☐
13.	Is instruction provided in a language other than English for at least 25% of the school day? (N/A for ESL)	☐	☐

		YES	NO
14.	Is there an administrative mechanism in place to identify, on a yearly basis, students in the program? (ESL only)	☐	☐
15.	Is a priority placed on encouraging rapid integration of students into the school and community environment? (ESL only)	☐	☐

DISCRETIONARY CONSIDERATIONS

	YES	NO
1. Has the Board determined the instructional time in the language other than English for grades 1 and 2? (N/A for ESL)	☐	☐
2. Has the Board determined the nature and extent of English language instruction in grades 1 and 2?	☐	☐
3. For the ECS program, has the Board or operator determined the amount of instructional time in the language other than English congruent to grade 1?	☐	☐
4. Are local and provincial monitoring information and/or evaluation studies used to adjust the program?	☐	☐
5. Have mechanisms been established to inform students, parents and administrators of the program, its goals and its progress?	☐	☐
6. Are teachers, administrators, university personnel and other members of the community involved in the program evaluation?	☐	☐
7. Are regular inservice opportunities available to teachers?	☐	☐
8. Are there advisory and/or administrative mechanisms in place to obtain input from appropriate community groups?	☐	☐
9. Is the language of communication in the school a language other than English? (N/A for ESL)	☐	☐
10. Is the language of communication with the home in a language other than English? (N/A for ESL)	☐	☐

		YES	NO
11.	Are community involvement and parent participation built-in components of the program?	☐	☐
12.	Does the program provide for the special needs of students? (e.g., gifted, learning disabled)	☐	☐
13.	Does the program demonstrate advance planning of instruction (daily plans, unit and yearly plans)?	☐	☐
14.	Do the lesson and unit plans specify student objectives, content, teaching strategies, learning resources and assignments?	☐	☐
15.	Is there a mechanism in place for the effective management of the program?	☐	☐
16.	Does the program content reflect an understanding and appreciation of various cultures represented in the school and the community? (ESL only)	☐	☐

SUMMARY OF OBSERVATIONS, RECOMMENDATIONS AND ACTIONS

1. CONSULTANT'S COMMENTS

1.1 Program:

1.1.1 Is the program operating in conformity to its design and the expectations of Alberta Education?

COMMENTS YES NO

1.1.2 Are the program objectives being achieved?

COMMENTS YES NO

1.1.3 The program is reaching its specified target audience?

COMMENTS YES NO

1.2 Monitoring Procedure (design)

2. RECOMMENDATIONS AND ACTIONS

2.1 Recommended Action To Be Taken	Target Date(s) and Action Taken

2.2 Areas For Potential Future Evaluation (Why?)

3. POTENTIAL DISTRIBUTION OF THE COMPLETED MONITORING DOCUMENT

3.1 Superintendent/Chief Designated Officer/Society President

3.2 ECS Program Coordinator/Supervisor

3.3 Liaison Personnel

3.3.1 at the Regional Office of Education (ROE)
Specify recipients: _____

_____

_____

_____

3.3.2 in the school jurisdiction, private school or private ECS centre

Specify recipients: _____

_____

_____

_____

3.4 Alberta Education Central Office Personnel
Specify recipients: _____

_____

_____

3.5 Others _____.

_____

_____

_____
Signature of ROE Monitoring Consultant Completing Report

_____, 19 _____
Date

SCHOOL EXTENSION MONITORING FORM

SCHOOL EXTENSION MONITORING CRITERIA

Date: _____

1. Description of System, Program Monitored: _____

School System: _____

School Extension Program: _____

System Person Most Responsible for the Program : _____

Telephone: _____

2. Monitoring Personnel: _____

3. Summary Description of Monitoring Process Used by Monitoring Personnel: (Please indicate the mandatory and discretionary criteria reviewed)

Mandatory Criteria

	YES	NO	REQUIRES ADJUSTMENT	UNABLE TO ASCERTAIN
4.1 School extension policies, guidelines and procedures are on file.	☐	☐	☐	☐
4.2 Records are kept of grade level completion at the Grades 1-9 level or credits at the Grades 10-12 levels.	☐	☐	☐	☐
4.3 All teachers are certificated.				
4.4 The program has been reported, when required, in the Annual Evaluation Report and in the Audited Financial Statement.	☐	☐	☐	☐
4.5 The courses offered, time allocations and students being served correspond to those recorded on the grants application forms and Alberta Education accreditation forms.	☐	☐	☐	☐
4.6 There are indicators that the learning objectives are being achieved satisfactorily.	☐	☐	☐	☐

5. Discretionary Criteria (Write in a brief description pertaining to each item monitored).

5.1 The programs have been adapted for adults as necessary.

5.2 There is a system of evaluation in place and being utilized.

5.3 There is a system of student recruitment

5.4 Students are proveded with councelling and grade placement information.

5.5 Amount of registration fee is appropriate. The fee should be minimal.

5.6 Average class size is appropriate for grade level placements. Accepted ratios are: grades 1-3-4 to 8, grades 4-6-8 to 15, grades 7-9 to 26.

5.7 The facilities are adequate.

5.8 Students have access to appropriate learning resources such as the school library.

5.9 Teachers are provided with adequate support services such as secretarial assistance.

5.10 The program is provided with professional supervision.

5.11 The number of teaching staff is appropriate to hours and students taught.

5.12 There is a policy of staff selection and recruitment which enhances school extension programs.

5.13 Teaching staff is part of the Collective Bargaining Agreement.

5.14 Teachers are included in the jurisdiction's professional development program.

5.15 Teachers are considered as an integral part of the school staff.

5.16 The program involves interagency cooperation where this is appropriate.

SUMMARY OF OBSERVATIONS, RECOMMENDATIONS AND ACTIONS

1. CONSULTANT'S COMMENTS

1.1 Program:

1.1.1 Is the program operating in conformity to its design and the expectations of Alberta Education?

COMMENTS YES NO

1.1.2 Are the program objectives being achieved?

COMMENTS YES NO

1.1.3 The program is reaching its specified target audience?

COMMENTS YES NO

1.2 Monitoring Procedure (design)

2. RECOMMENDATIONS AND ACTIONS

2.1 Recommended Action To Be Taken	Target Date(s) and Action Taken

2.2 Areas For Potential Future Evaluation (Why?)

3. POTENTIAL DISTRIBUTION OF THE COMPLETED MONITORING DOCUMENT

3.1 Superintendent/Chief Designated Officer/Society President

3.2 ECS Program Coordinator/Supervisor

3.3 Liaison Personnel

3.3.1 at the Regional Office of Education (ROE)
Specify recipients: _____

_____

_____

_____

3.3.2 in the school jurisdiction, private school or private ECS centre

Specify recipients: _____

_____

_____

_____

3.4 Alberta Education Central Office Personnel
Specify recipients: _____

_____

_____

3.5 Others _____

_____

_____

_____ _____, 19 _____

Signature of ROE Monitoring Consultant Completing Report

Date

SPECIAL EDUCATION MONITORING FORMS

(a) Jurisdiction Level

SPECIAL EDUCATION MONITORING FORM

SYSTEM

THIS FORM SHOULD BE USED TO MONITOR ALL SPECIAL EDUCATIONAL PROGRAMS RANGING FROM PROGRAMS FOR THE EDUCATIONALLY DISABLED TO PROGRAMS FOR THE GIFTED AND TALENTED WITHIN A SCHOOL JURISDICTION.

GENERAL INFORMATION

Zone _____

School Jurisdiction _____

Superintendent _____

Address _____

Postal Code _____ Telephone Number _____

Special Education Administrator/Supervisor _____

Total number of resident students _____

Total number of resident special education students in regular classes

_____

Total number of resident students in special education classes _____

Total number of special education students placed out-of-system _____

Number of non-resident special education students served by the system.

a) In regular classes _____

b) In special education classes _____

MANDATORY

		YES	NO
1.	Local jurisdiction policies, guidelines and procedures for special education have been developed and implemented.	☐	☐

COMMENTS: _____

_____

2. Local policies, guidelines and procedures address the following:

	YES	NO
a) the convening and conduct of a Local Appeal committee	☐	☐
b) Board position regarding the education of handicapped adult students	☐	☐
c) gifted and talented students	☐	☐
d) monitoring of special education programs	☐	☐
e) evaluation of special education programs	☐	☐
f) other (specify) _____	☐	☐

COMMENTS: _____

_____

_____

3. Monitoring of instructional programs is conducted as required by the school jurisdiction's monitoring policies. YES ☐ NO ☐

COMMENTS: _____

_____

_____

4. Evaluation of instructional programs is conducted as required by the school jurisdiction's evaluation policies. YES ☐ NO ☐

COMMENTS: _____

_____

_____

5. Special transportation is provided for students who are unable to use regular transportation. YES ☐ NO ☐

COMMENTS: _____

_____

_____

6. What percentage of the Special Education Grant is spent on programs for the gifted and talented?

COMMENTS: _____

_____

_____

DISCRETIONARY

1. Local policies, guidelines and procedures address the following:

		YES	NO
a)	**parent involvement**	☐	☐
b)	**integration of special needs students into regular classrooms**	☐	☐
c)	**the provision of special education in the French language**	☐	☐
d)	**the provision of services for children with special educational needs transferring from Early Childhood Services to Basic Education**	☐	☐

COMMENTS: _____

_____

_____

2. Are jurisdiction special education policies communicated to all professional staff? ☐ ☐

COMMENT: _____

_____

3. How many appeals have been made to the local appeal committee regarding special education placements?

COMMENTS: _____

_____

_____

4. Describe out-of-system services that are contracted by the system:

a) C.A.P.E./C.O.R.E./C.A.S.E.

_____

_____

_____

b) Psychological services e.g. counselling, testing.

_____

_____

_____

c) Health Units

_____

_____

_____

d) Other (specify)

_____

_____

_____

SUMMARY OF OBSERVATIONS, RECOMMENDATIONS AND ACTIONS

1. CONSULTANT'S COMMENTS

1.1 Program:

1.1.1 Is the program operating in conformity to its design and the expectations of Alberta Education?

COMMENTS YES NO

1.1.2 Are the program objectives being achieved?

COMMENTS YES NO

1.1.3 The program is reaching its specified target audience?

COMMENTS YES NO

1.2 Monitoring Procedure (design)

2. RECOMMENDATIONS AND ACTIONS

2.1 Recommended Action To Be Taken	Target Date(s) and Action Taken

2.2 Areas For Potential Future Evaluation (Why?)

3. POTENTIAL DISTRIBUTION OF THE COMPLETED MONITORING DOCUMENT

3.1 Superintendent/Chief Designated Officer/Society President

3.2 ECS Program Coordinator/Supervisor

3.3 Liaison Personnel

3.3.1 at the Regional Officer of Education (ROE)
Specify recipients: _____

_____

_____

_____

3.3.2 in the school jurisdiction, private school or private ECS centre

Specify recipients: _____

_____

_____

_____

3.4 Alberta Education Central Office Personnel
Specify recipients: _____

_____

_____

3.5 Others _____

_____

_____

_____
Signature of ROE Monitoring Consultant Completing Report

_____, 19 _____
Date

(b) Program Within the School

SPECIAL EDUCATION MONITORING FORM

SCHOOL PROGRAM

THIS FORM SHOULD BE USED TO MONITOR ALL SPECIAL EDUCATIONAL PROGRAMS RANGING FROM PROGRAMS FOR THE EDUCATIONALLY DISABLED TO PROGRAMS FOR THE GIFTED AND TALENTED WITHIN A PARTICULAR SCHOOL.

GENERAL INFORMATION

Name of School _____

Address of School _____

Postal Code _____ Telephone Number _____

Principal _____

Name of Program _____

Description of Program _____

Number of Children _____

Number of Aide(s) _____ Full Time Equivalent (F.T.E.) _____

Number of Teachers _____ Full Time Equivalent (F.T.E.) _____

COMMENTS: _____

_____

_____

MANDATORY

1. What special education programs does the school offer?

_____

_____

2. Are there indications that the learning objectives in the special education programs are being achieved satisfactorily? YES ☐ NO ☐

COMMENTS: _____

_____

3. Is there adherence to the appropriate Programs of Studies? YES ☐ NO ☐

COMMENTS: _____

_____

_____

DISCRETIONARY

1. What are the minimum and maximum enrolments for the program? _____

_____

_____

2. What are the criteria for entrance into and exit from the program (e.g., age, definition of exceptionality)? _____

_____

_____

_____

3. Do students in segregated special education classes receive the same number of instructional hours per week as students of the same age in regular classes? YES ☐ NO ☐

COMMENTS _____

_____

_____

4. Do children with special educational needs transferring from ECS programs receive the same level of services in Basic Education as they had in ECS? ☐ ☐

COMMENTS _____

_____

_____

5. a) Are screening procedures in place to identify students with special educational needs? ☐ ☐

b) What tests are used for initial screening?

_____

_____

_____

c) Are appropriate tests used for:

	YES	NO
i) **placement purposes**	☐	☐
ii) **achievement purposes**	☐	☐
iii) **diagnostic purposes**	☐	☐

d) Are these tests used by persons with suitable qualifications? ☐ ☐

e) Are these tests appropriate for the population to which they are administered? ☐ ☐

COMMENTS: _____

_____

_____

6. Are appropriate materials and supplies accessible and used? ☐ ☐

7. Are Individual Program Plans developed for each student? ☐ ☐

COMMENT: _____

_____

_____

8. Are Individual Program Plans being implemented for each student? ☐ ☐

COMMENTS: _____

_____

_____

9. Are the following methods used to evaluate student progress?

	YES	NO
a) **teacher-made tests**	☐	☐
b) **achievement tests**	☐	☐
c) **standardized tests**	☐	☐
d) **diagnostic tests**	☐	☐
e) **others** (specify) _____	☐	☐

_____

_____

COMMENT: _____

_____

_____

10. To what degree are additional services provided for the school program by:

	F.T.E.		F.T.E.
Speech therapist		Psychologist	
Physiotherapist		Mobility trainer	
Occupational therapist		Interpreter	
Reading Specialist		Child-care attendant	
Counsellor		Other(s) (specify)	
Social Worker		_____	
Psychiatrist		_____	
		_____	

COMMENT: _____

_____

_____

11. Are special education teachers involved in:

	YES	NO
a) **identification,**	☐	☐
b) **assessment,**	☐	☐
c) **placement,**	☐	☐
d) **programming,** and	☐	☐
e) **transfer** of exceptional students	☐	☐

COMMENTS: _____

_____

_____

12. Are parents involved in the special education placement and programming of their child? YES ☐ NO ☐

COMMENTS: _____

_____

_____

13. Do instructional areas contain furniture and equipment designed for students with physical disabilities? ☐ ☐

COMMENT: _____

_____

14. Do school buildings have facilities (e.g. ramps, modified washroom facilities) to accommodate the needs of physically disabled persons? ☐ ☐

COMMENT: _____

_____

_____

SUMMARY OF OBSERVATIONS, RECOMMENDATIONS AND ACTIONS

1. CONSULTANT'S COMMENTS

1.1 Program:

1.1.1 Is the program operating in conformity to its design and the expectations of Alberta Education?
COMMENTS YES NO

1.1.2 Are the program objectives being achieved?
COMMENTS YES NO

1.1.3 The program is reaching its specified target audience?
COMMENTS YES NO

1.2 Monitoring Procedure (design)

2. RECOMMENDATIONS AND ACTIONS

2.1 Recommended Action To Be Taken	Target Date(s) and Action Taken

2.2 Areas For Potential Future Evaluation (Why?)

3. POTENTIAL DISTRIBUTION OF THE COMPLETED MONITORING DOCUMENT

3.1 Superintendent/Chief Designated Officer/Society President

3.2 ECS Program Coordinator/Supervisor

3.3 Liaison Personnel

3.3.1 at the Regional Office of Education (ROE)
Specify recipients: _____

_____

_____

_____

3.3.2 in the school jurisdiction, private school or private ECS centre

Specify recipients: _____

_____

_____

_____

3.4 Alberta Education Central Office Personnel
Specify recipients: _____

_____

_____

3.5 Others _____

_____

_____

_____
Signature of ROE Monitoring Consultant Completing Report

_____, 19 _____
Date

TEACHER INSERVICE PROGRAM MONITORING FORM

MONITORING THE TEACHER INSERVICE PROGRAM

_____ REGIONAL OFFICE

SUMMARY FORM FOR

CENTRAL OFFICE PERSONNEL ..... ____

SCHOOL-BASED PERSONNEL ..... ____

ATA LOCAL PERSONNEL ..... ____

School Jurisdiction: _____

Address: _____

_____

Telephone: _____

Central Office Personnel Interviewed:

Superintendent ..... ____

Assistant Superintendent ... ____

Curriculum Supervisor ..... ____

Secretary-Treasurer ..... ____

Other _____ ..... ____

School Based Personnel Interviewed:

Principal ..... ____

Assistant-Principal ..... ____

Teacher ..... ____

Other (_____) .... ____

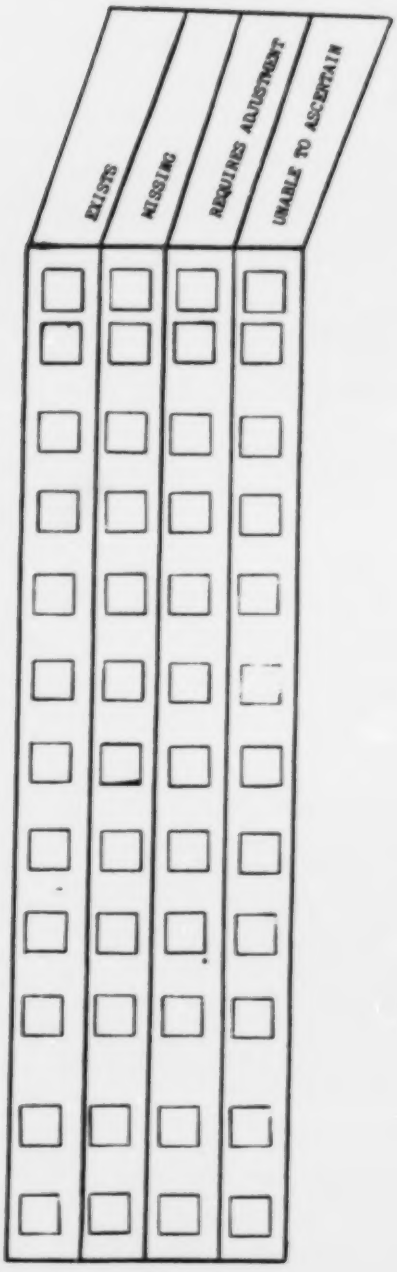
ATA Local Personnel interviewed:

President of local ..... ____

P.D. Chairperson ..... ____

Other (_____) ..... ____

MONITORING THE TEACHER INSERVICE PROGRAM



A. MANDATORY COMPONENTS

1. Priority areas are identified

   a. Provincial .....

   b. Local .....

2. a. Policies, Guidelines and Procedures have been developed .....

   b. Procedures exist for keeping policies, procedures and guidelines current .....

3. Inservices associated with locally developed programs are not included .....

4. Priority is identified as improving skills for groups of teachers .....

5. SFPF counts have been done (for ECS - eligible child count) .....

6. Grants Application Form submitted by October 22 .....

7. Monitoring and evaluating procedures are identified .....

8. Provision is made for an annual Audited Financial Statement by Feb. 28 ..... (ECS by Sept. 30)

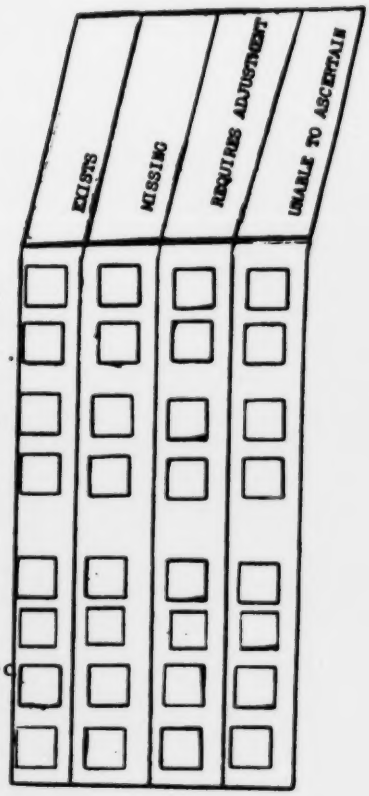
9. a. Local monitoring and evaluation procedures are being implemented .....

   b. Documentation of results of monitoring and evaluation exists .....

MONITORING THE TEACHER INSERVICE PROGRAM

	EXISTS	MISSING	REQUIRES ADJUSTMENT	UNABLE TO ASCERTAIN
B. DISCRETIONARY CONSIDERATIONS (PROFESSIONAL JUDGEMENT)				
1. Rationale for identified priorities are stated				
a. Provincial	☐	☐	☐	☐
b. Local	☐	☐	☐	☐
2. Provision is made for involving teachers in				
a. Planning	☐	☐	☐	☐
b. Implementing	☐	☐	☐	☐
c. Evaluating	☐	☐	☐	☐
3. Provision is made for involving other stakeholder groups (eg. parents, teachers) in				
a. Planning	☐	☐	☐	☐
b. Implementing	☐	☐	☐	☐
c. Evaluating	☐	☐	☐	☐
4. Plans focus on competencies that go beyond preservice	☐	☐	☐	☐
5. Programs offer solutions for teacher-identified problems	☐	☐	☐	☐
6. a. Special needs and interests of individual teachers are accommodated within the broad program	☐	☐	☐	☐
b. Special needs and interests of individual teachers are accommodated	☐	☐	☐	☐
7. Long-term plans are in place	☐	☐	☐	☐
8. A significant number of the programs incorporate:				
a. Long term exposure to the identified skill(s)	☐	☐	☐	☐
b. The opportunity to experience the skill(s)	☐	☐	☐	☐
c. Instructors who are role models	☐	☐	☐	☐

MONITORING THE TEACHER INSERVICE PROGRAM



9. Local expertise is utilized .....
10. One person is designated to represent the school jurisdiction for teacher inservice .
11. A current inservice publication is available .....
12. Audited books showing allocations of the budget are provided .....
13. Regional office personnel have been involved:
    a. As participants .....
    b. As observers .....
14. The major thrust of the program is directed at improving classroom instruction .....
15. Many sources of inservice implementation have been investigated. .....

SUMMARY OF OBSERVATIONS, RECOMMENDATIONS AND ACTIONS

1. CONSULTANT'S COMMENTS

1.1 Program:

1.1.1 Is the program operating in conformity to its design and the expectations of Alberta Education?

COMMENTS YES NO

1.1.2 Are the program objectives being achieved?

COMMENTS YES NO

1.1.3 The program is reaching its specified target audience?

COMMENTS YES NO

1.2 Monitoring Procedure (design)

2. RECOMMENDATIONS AND ACTIONS

2.1 Recommended Action To Be Taken	Target Date(s) and Action Taken

2.2 Areas For Potential Future Evaluation (Why?)

3. POTENTIAL DISTRIBUTION OF THE COMPLETED MONITORING DOCUMENT

3.1 Superintendent/Chief Designated Officer/Society President

3.2 ECS Program Coordinator/Supervisor

3.3 Liaison Personnel

3.3.1 at the Regional Office of Education (ROE)
Specify recipients: _____

_____

_____

_____

3.3.2 in the school jurisdiction, private school or private ECS centre

Specify recipients: _____

_____

_____

_____

3.4 Alberta Education Central Office Personnel
Specify recipients: _____

_____

_____

3.5 Others _____

_____

_____

_____ _____, 19 _____

Signature of ROE Monitoring Consultant Completing Report

Date